

1956

The Guidance Practices at Mary W. French School, Decatur, Illinois, and Some Suggestions for Their Improvement

Hazel H. Dunivan

THE GUIDANCE PRACTICES
AT MARY W. FRENCH SCHOOL, DECATUR, ILLINOIS,
AND SOME SUGGESTIONS FOR THEIR IMPROVEMENT

A Substantial Paper
Presented to
the Faculty of
Eastern Illinois State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Hazel H. Dunivan
August 1956

THE GUIDANCE PRACTICES
AT MARY W. FRENCH SCHOOL, DECATUR, ILLINOIS,
AND SOME SUGGESTIONS FOR THEIR IMPROVEMENT

by
Hazel H. Dunivan

ACKNOWLEDGMENTS

I wish to express my sincere appreciation and thanks to the following people who gave me invaluable help in the organization and writing of this paper:

Dr. Hans Olsen, my adviser, for his patience and guidance.

Dr. Gerhard C. Matzner and Dr. Rudolph D. Anfinson for their advice and help.

Miss Charlotte Meyer, Assistant Superintendent in Charge of Elementary Education, Decatur, Illinois, for her suggestions.

Miss Marion Sligar, Principal of E. A. Gastman School, Decatur, Illinois, for reviewing the paper with me and for typing the final manuscript.

PREFACE

The purpose of this paper is to describe the guidance practices at Mary W. French School, Decatur, Illinois, and to offer some suggestions for the improvement of those practices.

In order for the reader to better understand the framework within which the Mary W. French School operates, Chapter I deals with the philosophy and practices of the Decatur Public Schools as they affect the work of Mary W. French School. A complete description of how these general practices are applied at Mary W. French School follows in Chapter II. In Chapter III the improvements suggested are those which the writer, who is the principal of Mary W. French School, believes are most needed and which can be attained in the near future. No attempt has been made to present an all inclusive list of improvements which may be needed.

Those items which are starred in the bibliography are the books, periodicals, and pamphlets, which are made available by the principal for teacher use.

TABLE OF CONTENTS

CHAPTER	PAGE
PREFACE	iv
I. THE PHILOSOPHY AND PRACTICES OF THE DECATUR PUBLIC SCHOOLS AS THEY AFFECT THE WORK OF MARY W. FRENCH SCHOOL.	1
What is the school's philosophy?.	1
Who assumes responsibility for the guidance program?.	2
Guidance services committee	2
Principal	6
Classroom teacher	6
Special school personnel.	6
School nurse.	6
Speech correctionist.	7
Visiting counselor.	8
Psychologist.	9
Attendance officer.	10
Cooperating agencies.	10
Institute for Juvenile Research	10
Juvenile probation authorities.	11
Illinois Public Aid Commission.	12
Community agencies.	12

CHAPTER	PAGE
What does the present program include?	13
Testing program	13
Administration of tests	13
Scoring of tests.	15
Interpretation of tests	16
Cumulative records.	17
Pupil's folder.	17
Registration form	19
Attendance and scholarship record	20
Health card	20
Cumulative card	21
Transfer of records	21
Orientation of teachers and pupils.	22
Teachers.	22
Pupils.	24
Reporting pupil progress to parents	24
Kindergarten, grades one and two.	25
Grades three through six.	25
Promotional policies.	26
How do the present practices affect the public's attitude toward the school?	28
II. THE GUIDANCE PRACTICES AT MARY W. FRENCH SCHOOL .	31
What is the setting?	31
Physical aspects of Mary W. French School . .	31

CHAPTER

PAGE

The school personnel.	35
Socio-economic and educational status of families whose children attend Mary W. French School	37
Religious, racial, and civic characteristics of families whose children attend Mary W. French School	39
Characteristics of pupils who attend Mary W. French School	40
Mental abilities.	40
Achievements.	41
Attitudes toward school	41
Social.	41
What services are provided for teachers to help them deal with their teaching problems?.	42
Principal-classroom visitations	42
Principal-teacher conferences	42
Preceding teaching.	42
Following visitations	42
Personal reasons.	43
Orientation programs.	44
New teachers.	44
Substitute teachers	45

	viii
CHAPTER	PAGE
Faculty meetings.	45
Social.	46
Administrative.	46
Supervisory	46
Professional library.	48
What guidance services are provided for the	
children?	48
Individual guidance	50
The socially maladjusted child.	51
The emotionally maladjusted child	55
The mentally superior child	58
The slow learning child	61
Children with special talents	63
Group guidance.	64
Grouping within the classroom	64
Committee work.	64
Sociometric technique for grouping.	64
Flexible grouping for learning skills	65
Use of scattergram.	65
Orientation	66
Kindergarten.	66
Child new to Mary W. French School.	67
How does Mary W. French School gain and retain	
patron's support for its school program?.	68

CHAPTER	PAGE
Orientation programs.	68
Parent-school visitations	69
Promotional policies.	69
Bulletins	70
Parent-teacher conferences.	70
Parent Teacher Association.	71
III. CONCLUSIONS AND RECOMMENDATIONS	73
BIBLIOGRAPHY.	75
APPENDIXES.	82
A. Picture of Mary W. French School	82
B. Brief history of Mary W. French School	84
C. Forms used for a cumulative record	86
D. Forms used for reporting pupil progress to parents	93
E. Forms used in orientation programs	96
F. Bulletins for public relations	100
G. Miscellaneous items.	105

LIST OF TABLES

TABLE	PAGE
I. Decatur Public Schools, Organization for Faculty Study and Planning	4
II. Preparation, Experience, and Pupil Load of Teachers in Mary W. French School, Decatur, Illinois	36

CHAPTER I

THE PHILOSOPHY AND PRACTICES OF THE DECATUR PUBLIC SCHOOLS AS THEY AFFECT THE WORK OF MARY W. FRENCH SCHOOL

What is the school's philosophy?

The philosophy underlying the guidance practices at the Mary W. French School is in agreement with the philosophy of the Decatur Public Schools.

The following statements are taken from the Philosophy of Education for the Decatur Public Schools:

We in the Decatur Public Schools believe:

1. That education in a democratic society is based on the belief that its members are or can become properly equipped for participation in the democratic process.
2. That the characteristic values of a democratic society are:
 - (a) A deep and abiding respect for the dignity and worth of the individual.
 - (b) A mutual responsibility of individuals and groups for advancing general welfare.
 - (c) A faith in the intelligence of man.
 - (d) An equality of opportunity regardless of race, religion, or economic status.
3. That learning is a process which changes the individual's mode of reacting to and upon his environment.
4. That the chief function of education is:
 - (a) To accomplish those physical, mental,

and moral changes in behavior which will help develop a socially competent and responsible individual.

- (b) To guide these changes so that they will be expressed in satisfactory human relations, healthful living, the business of making a living, and adapting to and improving one's environment.

5. That the role of the school in a democratic society is:

- (a) To assume the responsibility for the development of the basic academic skills, attitudes and appreciations necessary for social competency.
- (b) To seek and coordinate the activities of community agencies, including the home, in working with the school, in accomplishing the total purpose.¹

Who assumes responsibility for the guidance program?

Guidance Services Committee

In 1948 there was a need felt in the Decatur Public Schools for a definite organization for faculty study and planning. Prompted by this need a planning committee was organized. It consisted of a building representative from each of the eighteen elementary schools, a representative from the elementary principal's group, and representation from the central office staff. Six areas for study grew out of the thinking of this planning committee. These committees

¹Decatur Public Schools, Present Status of the Elementary Curriculum, 1955. (Decatur, Illinois: Decatur Public Schools) Mimeographed.

are: guidance services, mathematics, science, social studies, language arts, and fine arts.

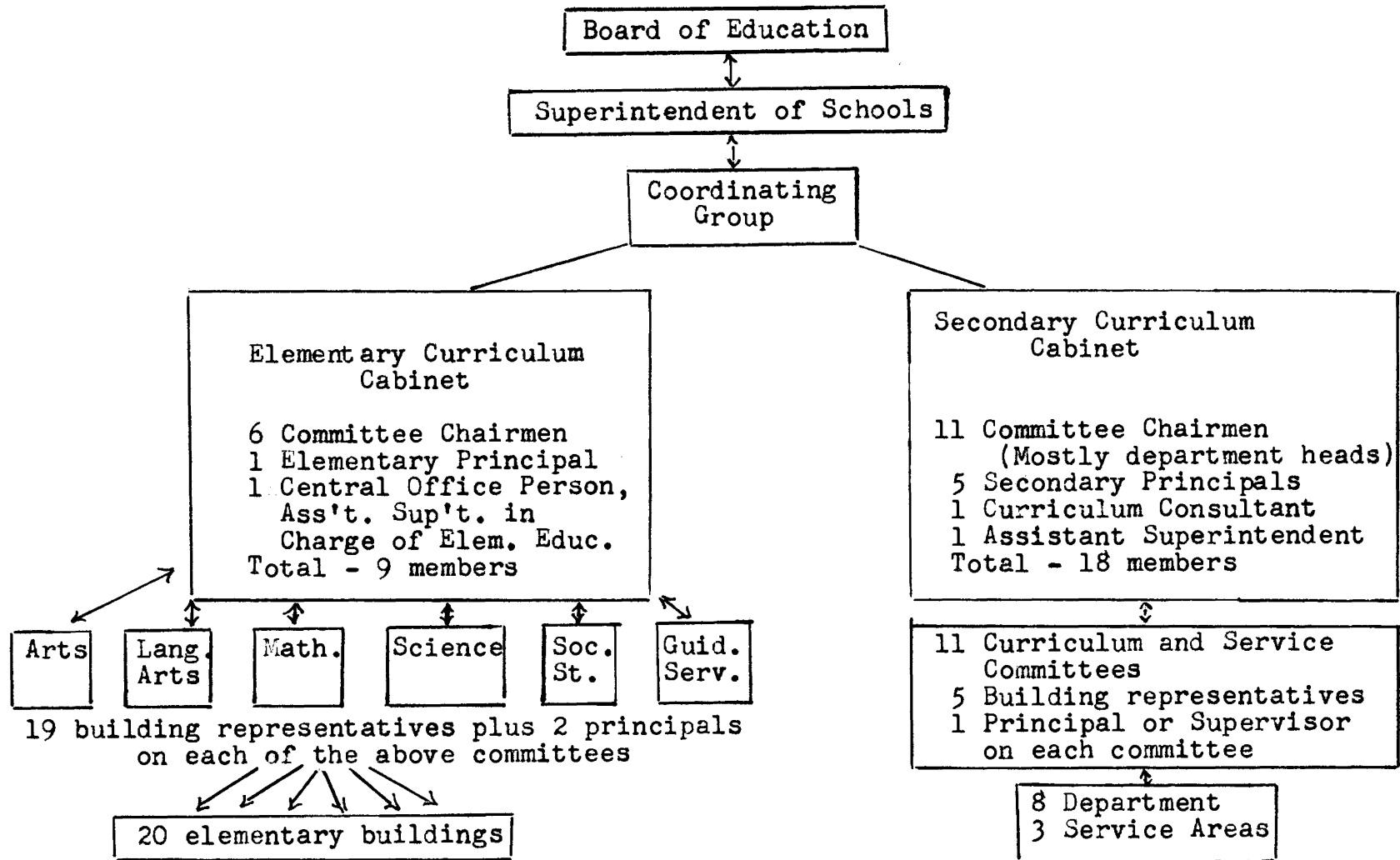
The present organization of the guidance services committee is: nineteen building representatives chosen by the building faculties and two elementary principals chosen by the elementary principals. The building representatives serve three years on the committee with one-third of the group being new each year. The elementary principals' group chooses its representatives annually.

Early each spring the committees meet for their re-organization meeting. At this time classroom teachers are chosen by each group to serve as chairman, vice-chairman, and recorder for the group. The chairman of each of the six curriculum area committees automatically becomes a member of the elementary curriculum cabinet. This cabinet acts as a steering committee or coordinating group for over-all elementary faculty study and planning. Table I shows the relationship between the groups.

Specific committees become activated by action from the elementary curriculum cabinet. The meetings of the elementary curriculum cabinet are held once each month. For the school year 1954-1955 two classroom teachers and the principal from Mary W. French School were members of this cabinet. Final recommendations for changes in the elementary curriculum are made by this cabinet. No changes are made in any area, how-

TABLE I²

Decatur Public Schools
Organization for Faculty Study and Planning



²Ibid.

ever, without recommendations from committees which have made an intensive study of the problems.

When the guidance services committee was activated in 1949, the following areas were thoroughly studied: reporting pupil progress, testing program, promotional policies, and cumulative records. Working with Miss Ethel Kawin of the University of Chicago as a consultant, the guidance services committee studied the four areas of guidance mentioned. Later the study groups were expanded to include any interested elementary faculty member, representatives of the secondary schools, and a representative group of lay persons.

Following this year of intensive study, recommendations were presented to all school personnel. Revisions were made and the present program of reporting pupil progress, testing, promotional policies, and cumulative records was adopted by the Board of Education.

Any further questions about proposed changes in these areas are referred to the present guidance services committee. It is then this committee's responsibility to study the problem and to offer suggestions for a solution.

Since Mary W. French School is a part of the Decatur Public Schools, its policies are governed largely by the recommendations of the guidance services committee.

Principal

All principals in the Decatur Public Schools are non-teaching supervisory principals. They are directly responsible for the use which is made of the guidance services in their particular building. Some of these responsibilities are as follows: Building organization; pupil and teacher orientation; classroom visitations; conferences with teachers, parents, and children; supervision of custodian; and public relations program.

✓ Classroom Teacher

The classroom teacher is responsible for the individual and group guidance of the children within her own room. When the services of special personnel are needed it is her duty and privilege to ask the principal for the help needed.

Special School Personnel

The guidance program may be enhanced by the part-time services of other personnel. School personnel such as the school nurse, the speech correctionist, the visiting counselor, the psychologist, and the attendance officer may be called on for help.

School Nurse - Physical and dental examinations are required by Illinois Statute of all children in kindergarten

and in the third grade. The school nurse checks to see that all examinations are complete, records the data, and excludes from school those children whose examinations are not completed by the date set by the Decatur School Health Department. She records the results of vision tests which are given to children in first and fifth grades by a nurse employed for this special testing program. She also records the results of the audiometer test which is given to all third grade children. The school nurse does any necessary follow-up checking with parents on recommendations that are made as a result of the physical, dental, vision, and hearing examinations.

All parents who are financially able take their child to their family physician and dentist for the required examination. If parents cannot afford to pay for this examination, they are referred to the School Health Center for free group physical and dental examinations. These same children are referred to the clinic at the Decatur and Macon County Hospital for immunization.

In case of a referral to the psychologist, the school nurse makes a home visit and obtains a more complete health history on the child being referred. She, then, is an important liaison person.

Speech Correctionist - Speech re-education is one phase of the special services available to the exceptional

child. The six speech correctionists in the Decatur Schools work with children who have defective speech in the twenty elementary schools and four junior high schools.

Visiting Counselor - Decatur Public Schools has three visiting counselors who service the twenty elementary schools and four junior high schools.

Any child between the ages of five and twenty-one who exhibits behavior and personality problems, has school failure without obvious cause, is truant from home or school, or shows evidence of parental neglect may be referred to the visiting counselor.

The visiting counselor's work consists of observing the child in the classroom, discussing the problem with the classroom teacher and the principal, studying the home conditions, and talking with the child. Following this study she may interpret the child's actions in relationship to what she has been able to ascertain through observation, teacher conference and home visits. Her services, one of specialized case work, supplement the contributions of the teacher and other school personnel but is carried out in cooperation with them.

The visiting counselor works very closely with other agencies, such as Institute for Juvenile Research, Catholic Charities, Family Service, Illinois Public Aid Commission,

Juvenile Probation Authorities, and others.

In most cases referrals to the Institute for Juvenile Research are made upon the recommendation of the visiting counselor. Should the referral be accepted, the visiting counselor contributes her findings to the case and along with the classroom teacher, the principal, and the school nurse sits in on the staffings later with the staff of the Institute for Juvenile Research.

Psychologist - Decatur Public Schools are fortunate to be able to avail themselves of the services of three area psychologists whose offices are located at the Decatur School Health Center, 252 West North Street, Decatur, Illinois.

Referral may be made to the psychologist for testing from any one of the four following categories: (1) educable mentally handicapped; (2) physically handicapped; (3) speech handicapped; and (4) visiting counselor's referrals. Requests for referral forms may be made to the Public School Office person in charge of the particular program. The request may be made by the classroom teacher or by the parents through the principal or directly to the Public School Office person in charge of the program.

After the referral is studied, the child may be tested. Following the testing, a staffing will be held. The visiting counselor, the school nurse, the classroom teacher and the

principal attend the staffing. In cases of extremely low IQ, the psychologist may recommend that the child be placed in an educable mentally handicapped room.

Attendance Officer - Whenever a case of absenteeism needs to be checked, the attendance officer may be called. He teaches part time and may be reached at his office at Centennial Junior High School. He, unlike, the old time truant officer, is kindly, yet firm, in his attitude. He attempts to discover the reasons for the excessive absences. He makes it clear to the parent that the child is to be kept in school. He then reports his findings to the principal. If the truancy continues, the attendance officer will make a second home visit. This time it is made definite that prosecution will follow if the child is not kept in school.

Cooperating Agencies

Non-school personnel may also contribute to such a program. Included in this group are the Institute for Juvenile Research, Juvenile Probation Authorities, Illinois Public Aid Commission and other community agencies.

Institute for Juvenile Research - This institute maintains a child guidance clinic which provides psychological testing, diagnostic services, and limited treatment for socially maladjusted children and their parents. Traveling clinics are

conducted by the Institute at various points in the State of Illinois.

The clinic is held each Thursday afternoon at 130 West Eldorado Street in Decatur. Those responsible for the clinic have Springfield and Champaign as their headquarters.

Referrals may be made through the school either by the principal or the visiting counselor, by the Family Service, or may be made directly by the parents themselves. Referral forms³ are mailed to Institute for Juvenile Research, 44 Main Street, Champaign, Illinois.

Following the referral, the clinic administers psychological tests, gives diagnostic services, holds conferences with the parents, and then conducts a staffing with school personnel. Present at these staffings are: a clinic director, two psychologists, two psychiatrists, the school nurse, the visiting counselor, the child's teacher, the principal, and a representative from any other interested agency. At this staffing the findings are discussed and possible steps for improving the situations are outlined. Sometimes the clinic will work with the parents and child over a period of six months to a year.

Juvenile Probation Authorities - The probation officer

³See Appendix G, item 1.

maintains his office in the County Building and deals with the pupils who are paroled to him by court action. From time to time he may contact the school concerning the child's school progress.

Illinois Public Aid Commission⁴ - On some occasions it is necessary for the school and the Illinois Public Aid Commission to exchange information regarding families who are receiving aid for dependent children. The Commission makes its own home contacts. Likewise it may contact the school principal concerning attendance and residence of certain children whose parents are receiving aid.

Community Agencies - Besides the Institute for Juvenile Research, Juvenile Probation Authorities, and Illinois Public Aid Commission, there are also a number of important community agencies whose services are available. Among them are: Family Service, Catholic Charities, Salvation Army, YMCA, and YWCA.

These agencies, partially financed through United Funds donation, have recognized the fact that education and guidance of individuals is a cooperative responsibility of the school and community.

⁴Illinois Public Aid Commission, 1891 North Water Street, Decatur, Illinois.

What does the present program include?

As the Decatur Public School System has developed its guidance program, it has also developed more adequate testing programs, cumulative records, orientation programs, methods of reporting pupil progress to parents, and promotional policies.

Testing Program ✓

The testing program developed by the guidance services committee has two main purposes - survey and diagnostic. For survey purposes, tests are used to indicate how the system-wide results compare with the national norms. For diagnostic purposes, they are used to help the teacher better understand her pupils. By so doing, she may then more intelligently plan her work for the group and for the individuals in that group.

Administration of Tests - Following a two-year study (1952-1954) of the testing program by the guidance services committee, a testing program for use in the Decatur Elementary Schools was recommended. The following tests were recommended for use in the Decatur Elementary Schools:

Kindergarten: The California Short-Form Test of Mental Maturity (Pre-Primary) is used to determine whether or not any child who will be five years of age between

December 2 and January 1 is eligible to enter kindergarten in September preceding his fifth birthday. At the parent's request, this test is administered in a small group situation at the central office to the child during the month of August.

At the request of the kindergarten teacher, a Pitner-Cunningham Primary Test may be used to help determine the readiness of a kindergarten child to progress to the first year of the primary department. This test is used only in doubtful cases and is administered by the principal.

1st year above
Kindergarten:

The Metropolitan Readiness Test is administered by the teacher to all children in the first year of the primary department. It is given early in September.

2nd year above
Kindergarten:

The Otis Quick-Scoring Mental Ability Test: Alpha Test - Short Form - New Edition is administered by the principal to all children in the second year of the primary department during the first two weeks of October.

3rd grade:

The Stanford Achievement Test - Primary Battery is administered by the principal to all children in the third grade during the period of October 16 to November 15.

4th grade:

The Stanford Achievement Test - Elementary Battery is administered by the principal to all children in the fourth grade during the period of October 16 to November 15.

5th grade:

The Otis Quick-Scoring Mental Ability Test: Beta Test - New Edition is administered by the principal to all children in the fifth grade during

the first two weeks of October.

The Stanford Achievement Test - Intermediate Battery Partial is administered by the principal to all children in the fifth grade during the period of October 16 to November 15.

6th grade: The Stanford Achievement Test - Intermediate Battery Partial and the Study Skills Test are administered by the principal to all children in the sixth grade during the period of October 16 to November 15.

Supplemental Tests:

If a child has a severe reading difficulty or there is a question regarding the validity of his obtained IQ from the regular testing program, a teacher may request an additional individual test for diagnostic purposes. In such cases, the California Test of Mental Ability will be administered by the person agreed upon by the teacher and the principal.⁵

Scoring of Tests - All tests except the Otis Quick-Scoring Mental Ability Test: Beta Form for the fifth grade are hand-scored by the teacher. The Beta Form of the Otis Quick-Scoring Mental Ability Test is machine scored. For one year tests in grades four through six were machine scored. This practice was discontinued for the following reasons: the extensive interval of time between giving the tests and receiving scores tabulated by the machines, expense involved, and

⁵Decatur Public Schools, Analyses and Interpretation of the Elementary Testing Program. (Decatur, Illinois: Decatur Public Schools) Mimeographed.

objections made by teachers.

✓ Interpretation of Tests - The committee on reporting pupil progress to parents recommended that test results be interpreted during a parent-teacher conference in reporting the individual child's needs and accomplishments. The aim of such a conference would be the mutual understanding of the child.

This committee further recommended the following basic principles which should be well known, understood, and followed. They are:

- A. Standardized test results should never be sent home to parents or discussed over the telephone. They should be given only in personal conference with parents.
- B. Intelligence quotients, readiness test scores, raw scores, specific grade placements, and age equivalents of achievement tests should not be given to parents under any circumstances.
- C. Teachers may tell parents that on the basis of a particular test the results indicate that the child:
 - 1. is or is not achieving to the level expected of him for his ability.
 - 2. shows good growth in the particular areas where he has achieved at or above capacity level.
 - 3. needs help and to work harder in the areas where test results indicate achievement below capacity level.
 - 4. is or is not doing as well as the class as a whole.

Quartile and percentile ratings of the class might be used for comparison of national norms and class norms.

- D. Finally and primarily for the teacher's own use the following guiding principles should be considered for adherence:
1. The results of individual pupil attainment in tests should never be a topic of careless or "idle" conversation between school personnel nor to those not directly concerned with these results.
 2. Single tests of mental abilities or achievement should never be used in categorizing pupils.
 3. Norms should never be regarded as standards of excellence. One half of the children, on a national basis, will not achieve up to them, and the other half should not be contented with merely average achievement. Norms are guideposts. Deviations from them must be judged desirable or undesirable in view of the goals set by the local curriculum for children of varying abilities.⁶

Cumulative Records

The following forms for recording cumulative information are used: pupil's folder, entrance form, registration form, scholarship and attendance record, health record card, and cumulative card.

Pupil's Folder - When a child enters the Decatur Public Schools for the first time, the information on the entrance

⁶Ibid.

form⁷ (blue) and the registration form⁸ (white) is supplied by the parent. Such information as name of child, certification of birth record data, name of parents, adults living in the home, names of children living in the home, and a record of the other schools attended is recorded on the pupil's folder⁹ at the time of entrance into Decatur Public Schools. This material is typed on the pupil's folder by the office secretary. The child's name and birthdate are typed on gummed tabs - blue for the boys and pink for the girls. These tabs are then placed on the index portion of the folder in order to facilitate filing procedures.

The pupil's folders are kept in the teacher's files in the classroom where they are readily accessible to the teacher, visiting counselor, school nurse, and principal. At no time is the folder given to the parent or the child.

It is the responsibility of the classroom teacher to complete the records necessary for the maintenance of the pupil's folder after it has been started in the school office. These directions are given for the maintenance of the pupil's folder:

⁷See Appendix C, item 1.

⁸See Appendix C, item 2.

⁹See Appendix C, item 3.

2. PUPIL'S FOLDER

- a. Record significant changes such as family status, death of a parent, etc.
- b. If you know of any special services the pupil is receiving, any special problems he is having or any special abilities he is showing, check the appropriate items on the third page. Explain any entries you wish under "Comments". This record will be helpful only if each teacher uses it freely.
- c. Add first or profile sheet from each test after the results have been recorded on the cumulative card.
- d. Add carbon copy of REPORT TO PARENTS (K-1-2).
- e. Add significant data or materials. Be sure to include year when dating these.
- f. Keep similar forms stapled together, always adding the latest to the top of the pile.
- g. At the end of the year or when a child is transferred or dismissed from your room during the school year, complete the entry for your room on the front of the pupil's folder.¹⁰

The pupil's folder furnishes a cumulative record for the child as he progresses from kindergarten through his senior year in high school.

Registration Form - Each year the registration form is completed by the parent at the opening of school. By this

¹⁰ Decatur Public Schools, Directions for Keeping Records in the Elementary Schools of Decatur, Illinois (Decatur, Illinois: Decatur Public Schools, September 1954), pp. 19-20. Mimeographed.

means the information on the pupil's folder, the health card, the cumulative card, and the attendance and scholarship record is kept up to date. This registration form is filed in the pupil's folder at the end of each school year.

Attendance and Scholarship Record - The attendance and scholarship record, commonly known as the green sheet¹¹, furnishes a complete yearly record of absences, tardiness, truancy, conference record, comments, and space for indicating reading level and series of readers used. On the back of the sheet is a space for recording the report card grades and anecdotal information on social or academic growth for all grades.

Health Card - Each child also has a cumulative health card¹². The basic information is typed on this card by the secretary when the child first enters Decatur Public Schools. All available health information is recorded on the card by the school nurse.

Height and weight and a record of communicable diseases and other illnesses are put on the health card during each school year by the classroom teacher.

¹¹See Appendix C, item 4.

¹²See Appendix C, item 5.

Cumulative Card - The cumulative card¹³ has a complete simplified record of all schools attended, home addresses, birth record certification data, scholarship, attendance, and test score data. During the school year the cumulative cards are kept in the elementary school office and are accessible to any school personnel. At the end of the school year the cumulative cards are sent to the Public School Office where they are filed by schools during the time school is not in session.

Transfer of Records - Since cumulative records are very basic for an effective guidance program some means of transfer of these records is imperative. Decatur Public Schools has such a plan in operation.

When a child transfers to a school within the Decatur System, the cumulative record for the child is sent to the school in which he has enrolled. Directions for the completion of these records for transfers include:

e. PUPIL'S FOLDER

1. Complete the entry for your room on the front of the PUPIL'S FOLDER.
2. If you have entered additional information in the appropriate places and kept the record on the second and third pages up-to-date, there are no further entries necessary.
3. Add the following forms to the folder:

¹³See Appendix C, item 6.

Current ATTENDANCE AND SCHOLARSHIP RECORD
 REGISTRATION FORM
 HEALTH RECORD CARD
 APPLICATION FOR RENTAL OF TEXTBOOKS
 CUMULATIVE CARDS

4. Send the record material to the office in your school.¹⁴

When a child leaves the Decatur Public Schools, the cumulative card is completed and is sent to the Public School Office at the end of the year as a left-the-school record. If a request comes for a child's record from a school outside of Decatur, a copy is made of the information on the cumulative card and is sent to the school requesting such information. A copy of the health record card is also sent to another school upon the request of the school. Some anecdotal information may be included if the case so warrants.

Orientation of Teachers and Pupils

Teacher - Teacher orientation in the Decatur Public Schools entails several things. For some time it has been the practice for the building principal in whose building a vacancy occurs to be present when a prospective teacher is being interviewed. If at all possible the teacher is told the type of room she is to have. Visiting the building,

¹⁴Decatur Public Schools, Directions for Keeping Records in the Elementary Schools of Decatur, Illinois (Decatur, Illinois: Decatur Public Schools, September, 1954), p. 21. Mimeographed.

seeing the room, meeting the faculty, and getting better acquainted with the principal are encouraged.

After the teacher is employed and has received her assignment, she may look forward to a three-day orientation period before school starts in the fall. At this time the teacher becomes better acquainted with the program of the Decatur Public Schools. This is done through a well-balanced orientation program which is planned and conducted by classroom teachers and administrators. During this short period, an overview of all curriculum areas is presented at group meetings. An exhibit of teacher-made teaching devices, especially in the fields of arithmetic and language arts, is on display during the orientation period.

Following this presentation the beginning teachers spend three afternoons in the building where they are to teach. During this brief time they are free to peruse the books and materials to be used in their rooms and to examine the pupils' cumulative records.

Early in October each teacher new to Decatur is given an opportunity to visit in other Decatur Schools. These visitation days are planned by grade levels. For instance all new kindergarten teachers visit kindergarten teachers in three or four other schools. An attempt is made to visit schools of different sizes. The regular daily classes are conducted on the visiting days thereby giving as true a picture

as possible of everyday practices. These visiting days are planned by the Administrative Assistant in Elementary Education. Discussion periods are held immediately following the visitations.

Pupil - Just as new teachers need orientation to help them fit into new situations so do new pupils and parents need orientation to help them adjust to their new school. Some evidence of city-wide orientation programs are found at the kindergarten and the sixth grade level.

Kindergarten - Early in March a city-wide kindergarten registration day is held. Medical blanks and a bulletin entitled "Your Child Goes to Kindergarten"¹⁵ are given to the parents.

Sixth Grade - In order to help bridge the gap between sixth grade and junior high school the sixth grade teacher completes a report on each child. This Student Personal Record¹⁶ check list is then sent to the Junior High School where it is used by the guidance personnel.

Reporting Pupil Progress to Parents

Parents of children in the Decatur Elementary Schools

¹⁵See Appendix E, item 1.

¹⁶See Appendix E, item 2.

become familiar with two plans for reporting pupil progress. In kindergarten, grades one and two the plan used is different from the plan used in grades three through six.

Kindergarten, Grades One and Two - At these grade levels a parent conference and a written progress report¹⁷ are used. The following statement of policies governing reporting pupil progress is from the Present Status of the Elementary Curriculum:

The means of reporting pupil progress to parents of children in the kindergarten and the first and second years of the primary department consists of a minimum of one parent-teacher conference, a written progress report, and a written statement at the end of the year. There are no time limits for scheduling conferences or preparing written reports. However, reports should be spaced in such a way as to make whichever report comes second (written or oral) a true progress report. Teachers of first year primary children are urged to have conferences early in the year with parents of children who might be retarded. The elementary principals' group recommends that either a conference or a written report about each child be completed by Christmas vacation. They further recommend that the second report about each child be completed by May 1st.¹⁸

Grades Three through Six - At these levels there is a combination of parent conference and report card¹⁹. Policies

¹⁷ See Appendix D, item 1.

¹⁸ Decatur Public Schools, Present Status of the Elementary Curriculum (Decatur, Illinois: Decatur Public Schools, 1955). Mimeographed.

¹⁹ See Appendix D, item 2.

regulating reporting at these levels are as follows:

The child's progress in grades three, four, five and six will be reported to the parent four times during the school year; three times by means of a report card and once by means of a conference. The cards will be sent home the fourth Wednesday in October and January, and the last day of school. The conference will be scheduled between February 1 and May 1.

The letter marks V (very good); S (satisfactory); W (weak); and U (unsatisfactory) will be used to indicate the child's progress in comparison with the other children in his room. The teacher's comments will indicate the child's progress with his own past achievement and apparent ability. In checking social growth on the card an x means that improvement is needed for the specific item; no mark means satisfactory. The conference is to be used to give the parent information about the child's achievement in comparison with children throughout the nation, as secured from the testing program listed previously.²⁰

Promotional Policies

At the same time that the guidance services committee, working with Miss Ethel Kawin of the University of Chicago, was making a study of reporting pupil progress, the testing program, and cumulative records, it was also studying the promotional policies of the Decatur Public Schools.

The committee's final recommendation which was approved by the Board of Education is divided into two parts: (1) general

²⁰ Decatur Public Schools, Present Status of the Elementary Curriculum (Decatur, Illinois: Decatur Public Schools, 1955). Mimeographed.

practices - kindergarten through grade twelve, and (2) elementary practices. The report states:

I. General Practices
Kindergarten through Grade Twelve

Those promotional practices in which a significant majority of the total staff of the Decatur Schools state they believe, are as follows:

- A. The greater majority of pupils should be promoted, but automatic promotion of all pupils cannot be justified.
- B. Pupils who seem to be potential retention cases should be studied with a view toward making the best possible decision, and each case should be decided on its own merits.
- C. In striving to reach a decision in regard to each case, one should consider the following:
 - 1. The possible effects of retention.
 - 2. The likelihood of gain resulting from retention.
 - 3. Psychiatric advice if available.
 - 4. Results of standardized tests.
 - 5. The pupil's social adjustment.
- D. Retention is justifiable in cases where achievement is too far below standard if this is caused by any of the following:
 - 1. Frequent or prolonged absence.
 - 2. Lack of effort by capable pupils.
 - 3. Physical immaturity.
 - 4. Social immaturity.
- E. Automatic retention because of failure to meet certain standards without regard to any other factor cannot be justified.
- F. The decision to retain a pupil should not be the responsibility of the teacher alone.
- G. If retention is found to be necessary, a sincere attempt should be made to get parents

to agree, but parents should not hold the veto power.

II. Elementary Practices

These additional promotional practices in which a significant number of elementary teachers state they believe are as follows:

- A. Retention should be restricted to the primary department as much as possible.
- B. A pupil should seldom be retained more than once in his elementary school career.
- C. Repeated retention of pupils of low intelligence is not justifiable.²¹

How do the present practices affect the public's attitude toward the school?

Decatur has a very active PTA City Council organization. Members of the administrative staff of the Decatur schools, local PTA presidents, local PTA committee chairmen, and all school principals attend the meetings of this group. The city superintendent of schools keeps the PTA City Council informed on school policies, school needs, and ways in which the group may help in meeting these needs.

In each school referendum, the PTA's have organized in an effort to inform the public. They have served as block workers, have served on telephone committees, and have pooled their cars for transportation of voters to the poles. An

²¹Ibid.

excellent example of the public's belief in its schools is the recent referendum on March 27. On that date well-informed voters of the Decatur School District voted one million dollars in bonds for new buildings. An increase in the maximum rate for the educational fund was also approved in this referendum.

The newspapers have been most helpful in presenting the facts to the public. They have also helped in establishing a good relationship between the schools and the public.

Monthly parent-teacher meetings, informal visits to the school by parents, parent-teacher conferences, and regular information bulletins from the school office keep the parents informed and help create a feeling of belonging. Parent education groups sponsored by local PTA units have been organized this past year in several schools.

Parents take major parts in kindergarten registration, bond issues, and polio drives. Lay people serve on committees and have a definite part in forming policies in such matters as reporting pupil progress, promotional policies, cumulative records, and the testing program.

Teachers, custodian, and pupils all interpret school policies to the public. The better informed the community, the closer the relationship between the home and school becomes.

Perhaps there is no better way to achieve good public relations than by a well-planned guidance program which is

sensitive to the character of the needs of the community. A knowledge of the economic status and cultural backgrounds of students coming from different types of homes is imperative for those whose job it is to plan and implement an effective guidance program.

CHAPTER II

THE GUIDANCE PRACTICES AT MARY W. FRENCH SCHOOL

What is the setting?

The Physical Aspects of Mary W. French School

Mary W. French School, one of the twenty elementary schools in Decatur, Illinois, is located at 520 West Wood Street. The building is a two-story brick structure, built in 1914, and located on school property comprising one-half of a city block.²²

The following business establishments are located directly across the street to the south: Dawson and Wikoff's beautiful funeral home with its attractively landscaped grounds, Ashby's Television and Radio Service, Peters' large Super-Market, and Livergood's Service Station. To the south and east, Arganbright's Dental Clinic and a beauty shop are located. A residential area forms the east, north, and west boundaries of the school property.

The building is situated near the center of the school grounds with play areas on the east and west sides. Both play areas have black-top surfaces and are enclosed with a high fence. The areas are equipped with bars, jungle gyms, basket-

²²See Appendix A.

ball goals, and a volley ball court. The black-top surface is marked off for circle ball, hopscotch, and softball.

The girls use the east side of the playground for play purposes. They enter and leave the building through the south entrance. The west area is used by the boys who enter and leave the building through the north entrance.

The school enrollments have increased steadily from 189 in 1935 to 340 in 1956. It has been necessary to have two recess periods because of this increased enrollment. Even with this arrangement the playground is still overcrowded.

There are two teachers on playground duty at each morning recess period and for ten minutes before the morning and afternoon sessions. A regular physical education program is followed in the afternoon. Not more than three classes are on the playground at any one time during the afternoon. Each teacher supervises her own group in its games for a twenty or thirty minute period depending upon the grade level. During inclement weather the supervised play activities are held within the classroom.

For many years only six rooms were used as classrooms. Later the auditorium was converted into one classroom and more recently into two classrooms. In 1947 a basement room was first used as a classroom. Since 1951 a second basement room has been used as a classroom. The speech room occupies the space formerly used only as the Mary W. French Memorial

Library. One small basement room serves a variety of uses. Among them are: a storage room for school supplies. first aid room, a classroom for instrumental band instruction, location of the milk cooler used in connection with the government milk program, and a voting room.

On the mezzanine floor is a small room used as the office. In spite of the apparent crowded condition there is one spot in the building where teachers can go daily for a short relaxation period. This is the comfortable, recently decorated, newly furnished teachers' lounge. The short daily coffee break during recess is looked upon with high favor by the teaching staff. It is also an excellent staff morale builder.

The regular school hours are from 8:45 to 11:45 and from 1:15 to 3:30. In the morning, the kindergarten and first grade dismissal time is 11:15. In the afternoon, the first grade dismissal time is 3:00. There are two very busy street crossings - College and Wood, Main and Monroe. Patrol girls escort kindergarten and first grade children across these busy corners since their dismissal time is different from the rest of the school. Patrol boys from the fifth and sixth grades guard the crossings as the children go to and from school. They operate the push button lights as they guard the crossings.

The fifth and sixth grade boys and girls also act as hall guards within the building. Fifth grade boys comprise

the flag squad. These boys hoist the flag at the opening of school each morning and lower the flag each evening. They have volunteered to assist the playground teacher especially during the snowball season.

The school has always been tribute minded, it seems, as it can boast of six memorials. The school itself was named for a veteran Decatur High School teacher, Mary White French. A \$500 fund was left by Miss Mary W. French. The interest from this fund was to go toward the upkeep of the Mary W. French Memorial Library. In the lower hall there are two memorials. On the east wall is a fountain called "The Goose Girl" by the artist, Ida McClelland Stout. This memorial bears the inscription: "In Memory of Katherine Dempsey; Twenty-five Years, Teacher and Principal of This School. September 23, 1916." On the west wall a beautiful piece of statuary, the work of Leonard Crunelle, was installed on July 13, 1922 in memory of Miss Marion Dills, one time loved teacher in Mary W. French School. In the front yard is a tree which bears a plaque having this inscription: "This Tree Dedicated in Memory of Roger Kenney Powers, Our Classmate and Friend, December 17, 1919. May 6, 1927."

Several years went by without additional memorials. Then in September 1953, an electrically cooled drinking fountain was given to the school by Mr. T. Douglas Johnson and his neighbors in memory of his wife, Esther Johnson.

A brief history²³ of Mary W. French School was used as a feature story in the Decatur Review on Tuesday, May 17, 1955. This was one of a series of stories featuring each elementary school in Decatur, Illinois.

The School Personnel

In February 1956, Mary W. French School had an enrollment of 340 children. Ten classrooms housing children in kindergarten through the sixth grade are now being used. The faculty includes ten teachers and a full-time supervising principal. In addition to the regular teaching staff, a full-time secretary, and a custodian, the school is fortunate in having the part-time services of a school nurse, a speech correctionist, a visiting counselor, and an instrumental band instructor.

In the forty-two years Mary W. French School has had five principals with the writer being the fifth. The writer is now completing three and one-half years as principal.

Table II on the following page indicates the degrees held by the staff, their teaching experience in Decatur, their total teaching experience, and the present teacher load by grades. This table shows that in Mary W. French School: there is one combination room; all teachers except one have a

²³See Appendix B.

TABLE II

PREPARATION, EXPERIENCE, AND PUPIL LOAD OF TEACHERS
IN MARY W. FRENCH SCHOOL, DECATUR, ILLINOIS

Grade	Name	Degrees held		Years of Teaching Experience		Number of Pupils
		Bachelor	Master	In Decatur	Total	
Kindergarten	Teacher A	x	x	9	21	AM 25 PM 25
Grade 1	Teacher B	x	10 hr.	7	19	28
Grade 1	Teacher C	x		7	21	28
Grade 2	Teacher D	x	x	3	19½	34
Grade 2 & 3	Teacher E	x		4	18	34
Grade 3	Teacher F	x		9	21	35
Grade 4	Teacher G	x		1	7	39
Grade 5	Teacher H	x		1	2	28
Grade 5	Teacher I	x	x	1	8	26
Grade 6	Teacher J	Less than Bachelor		13	21	37
Principal	Teacher K	x	Aug. 1956	10	28	Non-teaching Supervisory

Bachelor's Degree; three teachers have a Master's Degree; a fourth teacher is to receive a Master's Degree in August 1956; the range of teaching experience is from two to twenty-eight years with an average of sixteen and eight-tenths years; and the number of years of teaching experience in Decatur alone varies from one to thirteen years with an average of six years.

Socio-economic and Educational Status of Families

Whose Children Attend Mary W. French School

The children who attend Mary W. French School represent a wide range in socio-economic status. Represented are those of the higher economic status whose grandparents attended the old "Wood Street School" long before Mary W. French School was built in 1914, those of average incomes, an increasing number of Negroes, and a transient group of lower economic status.

Several of the families have maid service and vacation in Florida during the winter months. The children of these families enjoy many opportunities such as a high standard of living within the home, social dancing lessons, membership in the Decatur Club, Y membership, and affiliations with the Country Clubs. There are also those families who live in crowded quarters and lack even the bare necessities of life.

Children attending Mary W. French School live within a radius of eight blocks and go home for lunch. The thirty-

five families in which both parents work, the parents have voluntarily made arrangements for the care of their children during the noon hour. It is interesting to note that this is fifteen percent of all families having children in Mary W. French School.

On the basis of information supplied by parents on the pupil's registration blank, the families having children in Mary W. French School were classified on the Minnesota Scale of Parental Occupation as follows:

	Number of Families
I. Professional	22
II. Semi-professional and Managerial	58
III. Clerical, Skilled Trades, and Retail Business	44
IV. Farmers (Large Land Owners)	2
V. Semi-skilled Occupations, Minor Clerical Positions, and Minor Business	38
VI. Slightly Skilled Trades and Occu- pations requiring little training or ability	26
VII. Day Laborers of all classes (including agriculture)	<u>46</u>
Total Families	236

From this study the following facts are apparent:
about one-half of the families are in the higher socio-
economic group; about one-fifth are in the day laborer group.

Included in the professional group are doctors, senators, lawyers, ministers, and teachers. In the second group are managers in industry, personnel directors, and office managers.

In the first six months of the school year, 1955-1956, twelve families new to Decatur entered Mary W. French School. Fourteen families transferred into Mary W. French School from other Decatur Schools. Forty-two children entered from these twenty-six families. During that same time thirteen families transferred to other schools within Decatur and nine families left the city. Thirty-two children left Mary W. French School either by transfer or dismissal.

Although there has been a gain of only four families having children of school age who moved into Mary W. French School District during the past year, there is evidence that somewhat greater enrollments may be expected in the near future. This prediction seems to be correct since several old houses are being purchased by families with children and other houses are being converted into apartments which are being rented to families with children.

Religious, Racial, and Civic Characteristics of Families

Whose Children Attend Mary W. French School

Religious - A wide variety of religions are represented. Greek Orthodox, Catholic, Protestant, and Jewish religions

are found in the area served by Mary W. French School.

Racial - Of the 340 children enrolled, sixty-two or eighteen percent are colored. Many of these families live in crowded quarters. With the wide range of occupations and nationalities - Greek, Jews, Negroes - Mary W. French School has often been spoken of as a "melting pot" or a cosmopolitan area.

Civic - For the most part the families served by Mary W. French School are law abiding citizens who are home owners. They take pride in their homes, many of which are beautiful big homes with spacious yards. Leaders in civic drives and campaigns are found in this area.

Characteristics of Pupils Who Attend Mary W. French School

Mental Abilities - According to the results of the Otis Quick-Scoring Mental Ability Tests given at the second and fifth grade levels, IQ scores of pupils in the Mary W. French School range from eighty-nine to one hundred fifty. A large percentage of these scores are one hundred or above. Some classes have as many as half of the class with IQ scores ranging from one hundred to one hundred thirty.

Achievements - Many pupils achieve high scholastic standing in all curriculum areas. The development of musical ability and talent in art are encouraged by the home and the school. Private lessons at home and instrumental music lessons at school are made available to many.

Attitudes toward School - With the exception of a few children, the attitude toward school is excellent. Their attendance is good and their attitude cooperative. Most cases of truancy occur within the small transient group of both white and colored children.

Social - Private dancing lessons, membership in Decatur Club, YMCA membership, YWCA membership, cub scouts, brownies, girl scouts, skating parties, luncheons, and birthday parties are enjoyed by a large number of those children attending Mary W. French School. Some attend camps during the summer. Many of the birthday and skating parties include all members of the child's room as well as the teacher. A large number of the children have their teacher and principal in their homes for lunch sometime during the school year.

On the other hand due to socio-economic status of the home, there are those children who are denied these privileges. Children in this group come from both white and colored families. These children are included in some social activities which are initiated by the parents in the higher economic status.

What services are provided for teachers to help them deal with their teaching problems?

Principal-Classroom Visitations

During the month of March, seventeen classroom visitations were made by the principal. Each of the visits was at least an hour in length. Observations were made of the following: children's reactions, the ability of the teacher to meet individual and group needs, the classroom atmosphere, and the manner in which the lessons were presented. Some classroom visitations are scheduled with the teacher, some are unannounced, and others are made at the request of the teacher.

Principal-Teacher Conferences

Preceding Teaching - Two types of supervisory conferences are used at Mary W. French School. The less common is the conference preceding teaching. It has been used for these purposes: cooperative planning of a testing program, giving assistance to a teacher in planning a new unit of learning, or help in planning a demonstration lesson to be undertaken by the teacher.

Following Visitations - Generally this conference is an outgrowth of a classroom visitation. Such problems as the following may be discussed: how to better meet the individual

needs of children; how to more clearly understand the problems of certain children; and how to secure help for those who present specific problems.

For example, at the time the writer became principal of Mary W. French School, one teacher was experiencing a great amount of difficulty with her third grade class. It was evident to the writer that individual needs of children were not being met. The Assistant to the Elementary Supervisor was contacted for help. He administered a series of tests and made recommendations. The class was then grouped for the skill subjects and within a month's time the atmosphere within the room had improved greatly. This teacher was sincerely grateful for the individual guidance which was given her.

Personal Reasons - Principal-teacher conferences are held following the exchange of the Growth Pattern²⁴ which is used in all the Decatur Public Schools. The writer has made it a practice to discuss any suggestions for teacher growth or improvement before the growth pattern is written. In this way the principal is able to give guidance in helping this teacher with her particular problem.

Occasionally there is a teacher who has a personality problem. There was such a person at Mary W. French School. Numerous conferences were held with this teacher. Some were

²⁴See Appendix G, item 3 and item 4.

held following the teacher's request. Some of the conferences were requested by the principal. An honest sincere effort was made to build up a feeling of security within this person. The use of praise, understanding, and the willingness to listen to personal problems all helped in the guidance program for this teacher. At the present time the above mentioned teacher is on temporary leave for health reasons.

Orientation Programs

New Teachers - During the week preceding the opening of school in the fall, teachers new to Mary W. French School meet with the building principal. The school's philosophy of teaching - purposeful learning through normal, natural, and meaningful experiences - is discussed. The pupils' cumulative records are made available. After the teacher has had an opportunity to study these records, a second conference is held.

Such things as daily schedules, grade assignments, pupil load, general building procedures, and cumulative records are discussed. An attempt is made to give the teacher new to the building a feeling of security and belonging before the teacher meets her pupils and their parents. It is the feeling that this orientation program is quite profitable to the new teacher. It seems to satisfy a definite need for both the teacher and the principal.

Substitute Teachers - Substitute teachers are required in case of the teacher's illness or accident, serious illness or death of relatives and friends, or attendance at professional meetings. Many times the substitute is called on short notice of not more than an hour.

When a substitute teacher reports to the office at Mary W. French School, she is given a bulletin²⁵ for substitute teachers. She is encouraged to read this bulletin. Either the secretary or principal shows the substitute to the classroom.

The regular classroom teachers are requested to prepare the following for use by the substitute teacher: a seating chart or class list; a copy of the daily program; and a brief outline of the work to be covered. This information is filed in the teacher's desk where it can readily be found when the substitute arrives.

The members of the staff are friendly toward substitutes and are always willing to help them in any way possible.

Faculty Meetings

Three types of teachers' meetings are planned at Mary W. French School. They are: (1) the social gathering, (2) the administrative meeting, and (3) the supervisory group conference.

²⁵See Appendix E, item 3.

Social - Early in the school year the staff selects a social committee. This committee of three persons chooses its chairman. The members of this committee assume the lead in planning most of the staff social meetings during the year. A Christmas dinner and party, ^aspecial luncheon at institute time, and an informal tea for two student teachers comprise the meetings for the current year. The social committee's duty also includes sending flowers and/or cards to teachers who are ill.

Administrative - In the administrative type faculty meeting such matters as school organization, routine matters, administrative policies, and phases of public relations are discussed. Many times an administrative bulletin takes the place of a meeting of this nature.

Supervisory - The third type of meeting is the supervisory meeting. At one of the meetings the speech correctionist explained the speech reeducation program. She showed some devices which she uses and explained how the classroom teacher may help the child who is receiving speech reeducation.

Teachers who have attended conferences often give the highlights of the meetings and explain how the application of ideas received at the conference might be made in the classroom. Some of examples of conference reports that have been presented are: Association for Childhood Education International

meeting in Denver; Association for Supervision and Curriculum Development meeting in New York City; Physical Education Conference in Madison, Wisconsin; Illinois Classroom Teachers meeting in Springfield, Illinois; Western Arts Conference in St. Louis; and the Betts Reading Clinic in Philadelphia.

Often it is necessary to get group reaction to city-wide projects. Teacher representatives on the Policies Committee, Elementary Curriculum Cabinet, Executive Board of Decatur Education Association, and Decatur Association for Childhood Education explain matters pertaining to their respective committees and ask for the group's reaction.

During the current school year, three two-hour meetings have been of the workshop type. The teachers of Mary W. French School met with the teachers of Lincoln School for an art workshop. These meetings were planned by the Coordinator of Art Education and her assistant. During the week following the workshop, demonstrations were taught in each class by the Coordinator of Art Education and her assistant. The purpose of the demonstrations was to implement the newly learned techniques in a classroom situation. This particular type meeting followed by demonstrations offers not only group guidance but individual teacher guidance as well.

Professional Library

As the professional leader of the school, the principal of Mary W. French School feels that she should keep abreast of professional literature. By so doing she is in a position to give teachers in the school constructive help by suggesting or recommending outstanding publications which deal with their particular interests. The principal makes available to the teaching staff of the school many professional publications from her own personal library. Starred items in the bibliography beginning on page 75 are publications furnished by the principal.

What guidance services are provided for the children?

Much of the guidance at Mary W. French School is found in the activity of the classroom teacher. It is the teacher who greets the children each morning, who plans for and leads in learning situations, who supervises games, and who assists when difficulties arise.

Authorities on guidance are agreed that teachers should have training in guidance. For example, Willey says that to be successful in guidance work classroom teachers should have:

- (1) an understanding of the characteristics of children at different age levels; (2) knowledge of the

learning process; (3) knowledge of emotions, attitudes, and interests; and (4) special training in the field of guidance.²⁶

The teachers at Mary W. French School vary to a considerable degree in guidance training. Only three teachers have taken courses actually dealing with elementary guidance. One additional teacher has had a leadership training course for parent education work. However, each teacher does apply some guidance principles in dealing with her boys and girls.

Most of the teachers see their job as fourfold: (1) to learn as much about each individual child as possible; (2) to help each child as much as she is able; (3) to identify the problems which are beyond her skill and time to solve; and (4) to refer these children to the principal.

The teachers use two sources of information in learning about their pupils. First, up-to-date pupil records and reports are available for the use of the classroom teacher. Each teacher has the cumulative folder of every child in her room. She studies these records in order to determine the pattern of growth of each individual child. By studying these records the classroom teacher gathers the following information: any physical defects, diseases, years of retardation, number of different schools attended, attendance record, scholarship

²⁶Roy DeVerl Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1952), p. 35.

record, special services received, position of child in the family, occupation of parents, and the child's intelligence quotient. In addition to the cumulative record, most classroom teachers have folders in which to keep each child's work during the year. This folder contains samples of the pupil's daily work. The contents of this folder have proved useful in helping the pupil to see his own problems and progress. They have also proved valuable in parent conferences.

The second source of information which teachers use is teacher-made tests over academic materials and projective tests over social and emotional situations. The more a teacher knows about each child the better job of teaching she can do.

Teachers at Mary W. French School are quick to detect symptoms of fatigue, illness, or a communicable disease. As a result, it isn't unusual for the school nurse's mailbox in the office to contain several requests when she comes to the school on Friday morning.

Using the information about the child, plans are formulated by the teacher to work with the child both on an individual and group guidance basis.

Individual Guidance

Most of the individual guidance is limited to those children who present definite and urgent problems. Currently there are twenty-three children who have had some help from

the visiting counselor at some time during their school life. In order to better understand how these children are handled at Mary W. French School typical case histories will be given. An attempt is made in each case to show how test results, cumulative records, promotional policies, reporting to parents, special school personnel, and cooperating agencies are used.

The Socially Maladjusted Child - Student A, a seven-year old Negro boy, entered the second grade at Mary W. French School in September 1951. He had attended the first grade in Brownsville, Tennessee. His record from there showed that his attendance had been good. The following citizenship items were checked as needing improvement: promptness, courtesy, and cooperation.

Student A was absent twenty days in second grade and was promoted to the third grade at the end of the 1951-1952 school year. At the beginning of the third grade he was reading on first grade level and later in this grade he read on second grade level. His marks in this grade were unsatisfactory. His attitude was hostile, stubborn, and one of striking out against others. He became such a problem that he was suspended from school for two weeks. When he returned to school, he behaved better.

The visiting counselor was contacted and the child was referred to the psychologist for testing. A staffing was

held at which time it was reported that Student A should be able to do low average work. The counselor and principal worked with Student A during the remainder of third grade. Home contacts were made by both the counselor and the principal. The mother appeared to be cooperative. At school Student A's attitude was so antisocial that he spent about one-third of his time in seclusion either in the hall or office. Spanking was tried but he became even more resentful. At no time has it been necessary to use the attendance officer as Student A's attendance has been very good.

Home conditions were such that the child felt very insecure. During this year his step-father in a jealous rage killed a man and was sentenced to the penitentiary.

In 1953-1954 Student A repeated third grade with a different teacher. This teacher established a good teacher-pupil relationship during the year. Much individual help was given and the child was complimented for trying. His ability in art was praised. He was reading on second grade level. The counselor saw the child once each week during most of his second year in the third grade. The teacher still reported that he needed improvement in all citizenship items.

Student A was promoted to the fourth grade at the close of the 1953-1954 school year. During the following summer, the step-father returned home for a short time and attempted to kill

both the child and his mother. They were in the hospital for some time.

Student A's attendance in the fourth grade was good as he missed only four days of school. His scholastic work was poor and he still had checks to indicate improvement was needed in these areas: listens and follows directions, starts work on time, plays well with others, thinks of others, and respects their rights.

Improvement has been slow but apparent. At third grade level this child could not have been reasoned with. He would pout even when he was not being scolded. Student A is now in the fifth grade and is still very anti-social. He has the habit of bullying smaller children, hitting them, and threatening to get even with them if they tell on him. At times he is a law unto himself.

His Stanford Achievement Tests show that he has made about four-tenths of a year's growth each year but he started one and one-tenth year below the national norm in grade three. According to the Otis Quick-Scoring Mental Ability Test he should be able to do low average work. He is an under-achiever according to test results.

The visiting counselor has not worked with Student A during the 1955-1956 school year. However, the classroom teacher has established good rapport with him and has had many individual conferences with him. In a sociogram used

near the end of this year, Student A was chosen by one student. Student A asked if he might list the teacher as one of his first choices. The school has kept a close contact with the home through conferences, telephone calls, and correspondence.

The school was contacted on March 7, 1956 by the County Probation Officer. A detailed written report of Student A's behavior problems and scholastic achievements was prepared by the teacher and principal for the County Probation Officer. On May 7, 1956 the school was contacted by the Illinois Public Aid Commission. At present the writer and Student A's teacher are completing a confidential school record questionnaire for this agency. This is in preparation for Student A's attendance at a two week's summer camp. When asked by the writer if he would like to go to a summer camp, Student A replied, "I don't want to go to no camp where there are a lot of bears."

Student A will be twelve years of age in August, 1956. In all probability he will be placed in the sixth grade as it would be a definite mistake socially for him to be with younger children.

On June 8, 1956 the school received a communication from the Mental Health Clinic of Macon County. Student A had been referred to the clinic following the Probation Officer's receipt of the school's report. Student A and his mother have been accepted for treatment at the Macon County Mental Health Clinic.

Camp arrangements are being completed by the worker from Illinois Public Aid Commission. The Mental Health Clinic approves of the summer camp placement and believes that it will be very beneficial to Student A.

The Emotionally Maladjusted Child - Student B, a boy, entered kindergarten at Mary W. French School in the fall of 1953. His age, September 1, 1953, was four years and eleven months. He was neat in appearance and had good health habits.

Transition from home to school was a struggle. He displayed immaturity in self-control and made a continuous play for the center of attention. He got into a great deal of trouble with his peers because of his uncontrollable urge to torment. Examples of such behavior are: throwing sand, kicking blocks over, marking on children's papers, and putting paint on children's clothes. He was highly excitable and had a fleeting intention of doing what he was directed to do but ignored it almost instantly. He displayed emotional instability by not knowing what he wanted to do. He would pass from one activity to another and not finish anything. Even though his behavior was erratic he was a friendly, happy-go-lucky child.

The classroom teacher called the principal's attention to this child's problem early in the school year. The visiting counselor was asked to observe Student B. Conferences were

held with the parents in order to better understand the child's problem. It was learned that his older sisters had waited on Student B and granted his every wish. The parents who had hoped many years for a boy in the family had unconsciously overprotected him. The counselor advised the parents to see that Student B was given simple tasks which he must finish. It was also suggested that he be given time to entertain himself and that he not be entertained by others or permitted to entertain them.

The principal administered the Pitner-Cunningham Primary Test: Form A in June 1954. The results of this test indicated that Student B was low normal and one year retarded mentally.

At the end of kindergarten Student B was recommended for first grade. When he entered first grade, he rated low normal in total readiness on test given by classroom teacher. Frequent colds and an allergy made his attendance irregular. He still maintained his over-friendly behavior. He demanded constant attention either for help with his work or just to be noticed. He found it difficult to discipline himself and to establish good working habits. He agreed with his teacher that he must finish his work but did not put forth the necessary effort.

The visiting counselor worked with Student B again in the first grade. In November, 1954, the counselor advised

the mother to seek the services of the clinic of the Institute for Juvenile Research. She made arrangements and the child was tested. The psychologist and psychiatrist interviewed the boy and his parents. The Wechsler Intelligence Scale for children was given. It indicated that Student B had good average ability and was capable of making normal progress in the first grade. The Clinic recommended that Student B be handled firmly and kindly and that he should be disciplined when he misbehaved. Any means of discipline which would give added attention would be likely to fail in its purpose. In a conference with school personnel, the Clinic agreed with the school's thinking that Student B be retained in the first grade. The Clinic worked with the mother on a guidance and educational level until May, 1955.

The child repeated the first grade but with a different teacher. The school attempted to carry out the Clinic's recommendations. The child is required to finish his work. He still seeks more than his share of attention. According to the Otis Quick-Scoring Mental Ability Test given in October, 1955, Student B has average ability. He reads fairly well but not as well as he should according to test results.

The school feels that Student B and his parents need help over and above what the school is able to give. For that reason the parents were advised by the counselor in a recent conference to seek the services of a mental health clinic for

further testing and guidance. The Mental Health Clinic of Macon County has been contacted by the parents and in all probability the child will be accepted for treatment. A request has come to the school for information concerning the child. This information has been recorded on the School Report Form²⁷ for the Macon County Mental Health Clinic.

The Mentally Superior Child - Each teacher at Mary W. French School studies the cumulative records of every pupil assigned to her class. She learns the child's test records and his school history. For those whose IQ's are one hundred twenty or above, an enriched program is provided. In each classroom the supplementary books in science, mathematics, social studies, and literature are on different reading levels. For instance, there is some easy reading material, some average, and some more difficult. It is the teacher's duty to guide these children who have superior ability in reading the more difficult material. In one fourth grade classroom the teacher obtained sixty books from the Illinois State Library at Springfield. Twenty of these books were above fourth grade reading level. Each child who was in this mentally superior group was guided in selecting a book from this more difficult level. With the variety of books and reference material the

²⁷ See Appendix G, item 2.

bright children can do independent reading and research.

An attempt is made to help the bright child learn to accept responsibility, to respect the talents of other children, and to tolerate the shortcomings of the slow-learning associates. Many opportunities for developing leadership are provided within the classrooms. Group chairmen, safety patrol leaders, and student helpers are jobs which the bright child can do.

A more complete statement of an enrichment program for the gifted child in the regular classroom is found in a publication of Teachers' College, Columbia University. Marian Scheifele says the following about the program for the gifted:

A program of enrichment should permit each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; but it should also guide him to explore a wide variety of both intellectual and non-intellectual activities. This philosophy applies to the education of all children, the gifted and those of average or poor ability as well. It expresses some of the basic aims of general education. But a greater scope and depth of experience characterize the enrichment provided for the bright child. Providing "more of the same" in the way of activities fails to challenge him; the assignment of menial tasks, such as running errands, distributing materials, computing five extra arithmetic problems and learning ten additional spelling words, is deadening and wasteful. New and varied content which furnishes more intensive contacts with people, the arts, and the problems demanding creative thought and critical analysis are the essence of the program best suited to his needs and interests. These should be challenging to him and should provide soil in which he can grow.

The enriched program for gifted children emphasizes social adjustment and a sense of responsibility,

creative effort, intellectual initiative, critical thinking, and unselfish qualities of leadership.²⁸

Only once since the writer has been principal at Mary W. French School has a child been accelerated. Student C, a girl, entered Mary W. French School in September, 1953, at the age of five years and four months. Her parents were professional persons. She was exceptionally bright in kindergarten and rated superior on the Metropolitan Test in first grade. She rated excellent on the Lee-Clark Reading Readiness Test in first grade. At the beginning of the second grade the Otis Quick-Scoring Mental Ability Test was administered. When tested, Student C's chronological age was seven years and five months. The result of the test indicated that she had superior ability.

Student C's teacher found this child a real challenge. The parents were contacted by the school and a conference was held. The school suggested that Student C complete both second and third grade work during the second grade. This suggestion was made for these reasons: the child had excelled in all her school work; she was large for her age; she was modest and well-adjusted socially; and she was becoming bored even with the enriched program provided. The parents considered

²⁸ Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Bureau of Publications, Teachers College Columbia University, 1953), p. 48.

the suggestion and told the school to do what seemed best for the child. The father, a physician, did say that if social maladjustment showed up later, they would take a year's vacation in Europe.

At the end of the second grade, the third grade Stanford Achievement Tests was given. Student C rated sixth grade in all subjects except arithmetic computation in which she rated 3.4. Her average age equivalent was eleven years. At the beginning of the fourth grade her average reading grade was 7.4. The battery median at this time was 6.7. The test result indicated a weakness in the area of arithmetic computation. Even though the child has been accelerated one school year, she rated first place in the range of battery medians of the fourth grade Stanford Achievement Tests given to forty-two fourth grade children in Mary W. French School in October 1955.

Those persons concerned will watch Student C with interest as she progresses through school. This is considered an unusual case as acceleration is the exception rather than the rule.

The Slow-Learning Child - Provisions are made for the slow-learning child. Much audio-visual materials, dramatizations, other learning materials, and first-hand experiences are provided these children.

Physical defects, such as poor vision, hearing loss, and speech defects are recognized by classroom teachers and procedures are taken for their correction.

Student D, a boy, entered Mary W. French kindergarten in 1951 at the age of five years and one month. He was easily discouraged and wanted his work accepted whether or not he tried. He was tested by the speech correctionist and received speech reeducation for stuttering in the first, second, and third grades.

During his second year in school, the visiting counselor was contacted. She worked with Student D during his second and third year in school.

According to test scores, Student D rated low normal on the Metropolitan Readiness Test in first grade. The score on the Pitner-Cunningham Primary Test given in 1953 indicated low normal ability. The California Test of Mental Maturity given in grade two gave an intelligence quotient of less than one hundred. The battery median on the third grade Stanford Achievement Test given in October 1954 was 3.1. In October, 1955, his battery median on the fourth grade Stanford Achievement Tests was 3.2. According to the results of these last two tests, Student D had gained only one-tenth of a year during an entire school year.

During the school year 1955-1956, Student D has experienced success at his level of performance. He has had

an understanding teacher who has been able to guide him in overcoming his feelings of insecurity and failure. He has gotten along much better with his peers and has entered into games and activities with his classmates. It is believed that this child will need much guidance and understanding during his entire school experience.

Children with Special Talents - The pupil's folder has a section for recording any special talent. The special talents listed are: art, music, language arts, mathematics, science, and leadership. Opportunities for using and increasing a child's special talents are provided in many of the school activities. Children with special music talent may participate in the instrumental music program offered to children in fifth and sixth grades. Learning to operate the movie projector and other audio-visual equipment can be done by those children with special aptitude for this.

If a teacher notices that a child is gifted in some line she may inquire as to whether the child is being given special lessons. Many children take private lessons in music, dancing, and art.

A particular case in which a child's special talent was brought to the parent's attention is found in Student E. Student E, a Negro boy, in second grade displayed an unusual talent in art. A parent visiting in the room was so impressed

by his work that she offered to do something to help the child. The child's parents whose income was in the lower economic bracket was contacted. The father of the child gave his permission for the child to take private lessons this summer. These lessons were made possible by a scholarship provided by this interested mother. Transportation is also being furnished.

It is hoped that better use of leisure time will be the result of recognizing and developing special talents in the Mary W. French Elementary School.

Group Guidance

Grouping within the Classroom - Much use is made of committee work in social studies and science. Such committee work provides opportunities for teachers to use group guidance. Of course some teachers use committee work more than others. Committee work also provides opportunities for developing leaders as well as good followers. Some children profit greatly from working in small groups for in these the children can frequently experience success even though their contributions may be small.

Five of the ten teachers used some sociometric testing during the current school year. Since a child does not function in isolation but in an environment of other children, his

adjustment depends largely upon his relations to others. Sociometric testing is a means of learning group structure. A child who is an isolate may be grouped with his first and second choice if possible. Mutual choices may be placed in the same group. Tactful interviews have been used to reveal the reasons for the approval of some and the disapproval of others in the class.

Grouping for arithmetic and reading is done at all grade levels. Each teacher assumes the responsibility for grouping the pupils within her own classroom. The grouping is flexible, making it possible for a child to move from one group to another or to work with two groups if it seems feasible.

The scattergram which is a graphic means of showing the achievement of pupils in relationship to their ability to do school work was used by two teachers at Mary W. French School during this school year. According to Hatch, it is possible to determine under-achievers, high-achievers, low-achievers, and over-achievers by plotting the student's IQ test scores and achievement scores on a scattergram²⁹. Finding the causes for the under-achievement is then the problem. In many cases these children have social and emotional problems

²⁹Raymond N. Hatch, Guidance Services in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company, 1951), p. 108.

which have been contributing factors.

Orientation - Kindergarten. At Mary W. French School following the kindergarten registration, a getting acquainted party is held later in the spring. A postcard is sent to each child asking him to bring Mother to school for a visit. It reads as follows:

Dear Johnnie,

You and Mother are invited to a party at school on Tuesday, April 24, at 10:15. Please have Mother call the school if you cannot come.

Sincerely,

Kindergarten teacher

Principal

On the day designated the mothers bring their children to the kindergarten room where they are guests of the present class. About half of the fifty new kindergarten children are invited to the morning party and half to the afternoon party. The children sit on the rug, listen to stories, take part in music activities, and watch their host or hostess paint at the easel or play in the sand table. During the hour the room mothers serve light refreshments such as ice cream and cookies. There is almost one hundred percent attendance at this orientation party. The children talk about it for days and look forward with eagerness to starting kindergarten in the fall. As a result the beginning kindergarten child seldom,

if ever, cries at leaving Mother and starting to school.

Child New to Mary W. French School - Children entering Mary W. French School during the school year both as new pupils and as transfers within the Decatur Public Schools, find some plan of orientation. The office staff registers the new-comer and introduces the child and his parent to the teacher. Most teachers appoint some child to make the new pupil feel at home. He shows the child where to hang his coat and shares his books until the child receives his. At recess time the host or hostess shows the child the restroom and accompanies him to the playground. In case of the younger child, someone may walk home with him and will show him the safe places to cross the street.

In order to check the value of the orientation practices, the writer questioned four boys and four girls from different grades new to Mary W. French School. The following questions were asked:

1. What were you most anxious about when you entered a new school?
2. What was done that helped you most?
3. What helped you least?
4. What could have been done to help you more?

The following answers were given to question number one: Will the children like me? What will the teacher be like? Will the lessons be hard? What kind of games will we play?

Question number two was answered as follows: having my mother meet the teacher to see what she was like; having someone show me where to hang my coat and where to go at recess.

The answer to question number three was: Everything that was done helped me.

Question four was answered: Nothing more needs to be added.

How Does Mary W. French School Gain and Retain
Patron's Support for Its School Program?

Orientation Programs

An attempt to establish good public relations is started with parents new to Mary W. French School. An orientation program is planned for the parents of the kindergarten children. This program is carried out on registration day and at the time when the children are invited to school for a get-acquainted party. The program consists of the principal and teacher giving useful school information to the parents at that time.

Parents whose children are entering Mary W. French School for the first time in other grade levels are also given some help. During the interview with the parent information such as school starting time, dismissal time, lunch

hour, milk program, street crossings, size of school, and methods of reporting pupil progress are discussed. A bulletin³⁰ giving pertinent information is given to each parent new to the school. Several Parent-Teacher Association Yearbooks³¹ are also kept on hand to be given to each parent new to the school and a special invitation to the next PTA meeting is extended.

Needless to say, all of this requires a great deal of time. However, the writer is convinced that the friendly feeling toward the school and the good public relations which result more than compensate for the time it takes.

Parent-School Visitations

Parents are encouraged to visit classes and to ask questions concerning problems which may arise. During American Education Week parents are issued special invitations to visit the classrooms. Most teachers include a copy of their daily program with the special invitation to visit school. Many parents have remarked about the friendly atmosphere of the school.

Promotional Policies

No child is retained at any grade level without the

³⁰See Appendix F, item 1.

³¹See Appendix F, item 3.

teacher having talked the situation over with the parent. All factors are weighed and only in extreme cases is a child retained. For the current year seven of the 340 children who attend Mary W. French School were retained. Conferences were held with each parent long before the end of school. Next year these children will continue on from where they left off this year. However, they will be assigned to a different teacher.

Bulletins

Regular information bulletins³² from the school office and the monthly PTA bulletins³³ keep the parents informed and help to create a feeling of belonging. Occasionally these bulletins are mailed but usually they are sent home with the children. Parents look forward to the bulletins as a valuable source of school information.

Parent-Teacher Conferences

Regularly scheduled parent-teacher conferences are held as designated by the guidance services committee. Teachers and parents alike feel that the parent-teacher conference is an excellent basis for building wholesome relationships between

³² See Appendix F, item 2.

³³ See Appendix F, item 4.

the home and school. In case of a special problem, the principal, the school nurse, and the visiting counselor have also been present for the conference. The school sees the conference as a means of establishing understanding and active cooperation with the home. Better guidance for the child usually results.

Parent-Teacher Association

Mary W. French School has an active Parent-Teacher Association. It meets regularly each month on Thursday evenings. It has a membership of three hundred and an average attendance of one hundred.

The Association's attitude is one of cooperation with and assistance to the school. Room mothers assist the classroom teachers with the collection of book rental on the opening day of school. These room mothers also help with the room parties during the year.

The year's activities start with "Fund Night" which is the money making project of the year. Last year a profit of \$849.00 was made. Many things are bought for the school from this fund. Some examples are: volley ball net, patrol raincoats, and draperies for the principal's office and teachers' lounge. Each teacher was given ten dollars for use in her classroom.

The year's activities end with an all-school picnic at Fairview Park. About three hundred parents and children attended the annual all-school picnic this year.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

From this study it appears to the writer that the basic framework necessary for the implementation of an effective guidance program exists in the Decatur Public Schools. It also seems that the effectiveness of the guidance practices at Mary W. French School might be increased by a wiser and more extensive use of the guidance tools available. In light of the writer's study of the guidance practices in this school, the following recommendations for the improvement of the guidance program seem justified:

1. Teachers without guidance training should avail themselves of such training as soon as possible.
2. Training in elementary guidance should be a part of the inservice training for teachers.
3. The Mary W. French School should be included on the list of schools which are served regularly by the visiting counselor.
4. As rapidly as possible the class size should be reduced to conform with the policies adopted by the Decatur Board of Education: Standard twenty-five pupils, Maximum thirty pupils.
5. Better use of test results should be made in

the guidance program.

6. Anecdotal records should be kept in a more usable form.
7. More and wider use should be made of available guidance tools.
8. The guidance program for the mentally superior child should be greatly broadened.
9. Plans should be developed for a systematic follow-up of students.
10. The principal should plan more helpful and profitable classroom visitation programs.
11. More faculty meetings of a supervisory nature should be held.
12. As finances will permit, additional professional materials should be provided for teacher use.

It is hoped that when the recommended improvements for the present guidance practices are made that better guidance for every child will be the end result.

BIBLIOGRAPHY

BOOKS

- *Association for Supervision and Curriculum Development, Guidance in the Curriculum. Washington, D. C: Association for Supervision and Curriculum Development, 1955.
- *Bestor, Arthur E., Educational Wastelands. Urbana: The University of Illinois Press, 1953.
- Cox, Philip and Duff, John C., Basic Principles of Guidance. New York: Prentice-Hall, Inc., 1948.
- Crow, Lester D. and Crow, Alice, An Introduction to Guidance. New York: American Book Company, 1951.
- *Department of Elementary School Principals, National Education Association, Guidance for Today's Children. Thirty-third Yearbook. Washington, D. C: National Education Association, 1954.
- *Detjen, Ervin W. and Detjen, Mary F., Elementary School Guidance. New York: McGraw-Hill Book Company, Inc., 1952.
- *Humphreys, J. Anthony and Traxler, Arthur E., Guidance Services. Chicago: Science Research Associates, Inc., 1954.
- Kyte, George C., The Principal at Work. New York: Ginn and Company, 1952. Pp. 450-471.
- *Langdon, Grace and Stout, Irving W., Teacher-Parent Interviews. New York: Prentice-Hall, Inc., 1954.
- Lefever, D. Welty and Turrell, Archie M. and Weitzel, Henry I., Principles and Techniques of Guidance. New York: The Ronald Press Company, 1950.
- *Leonard, Edith M. and Vandeman, Dorothy D. and Miles, Lillian E., Counseling with Parents. New York: The Macmillan Company, 1954.
- Reeder, Ward G., An Introduction to Public-School Relations. New York: The Macmillan Company, 1953.

Robinson, Francis P., Principles and Procedures in Student Counseling. New York: Harper and Brothers, 1950.

*Strang, Ruth, The Role of the Teacher in Personnel Work. New York: Bureau of Publications, Teachers College Columbia University, 1953.

Traxler, Arthur E., Introduction to Testing and the Use of Test Results in Public Schools. New York: Harper and Brothers, 1953.

Willey, Roy DeVerl, Guidance in Elementary Education. New York: Harper and Brothers, 1952.

Wrinkle, William L., Improving Marking and Reporting Practices. New York: Rinehart and Company, Inc., 1947.

PAMPHLETS

*Association for Childhood Education International, Continuous Learning. Bulletin No. 87, Washington, D. C: Association for Childhood Education International, 1951.

*Children's Bureau, United States Department of Health, Education, and Welfare, Your Child from Six to Twelve. Publication 324. Washington, D. C: United States Government Printing Office, 1949.

Dent, Charles H., Bulletin Boards for Teaching. Austin, Texas: The Visual Instruction Bureau, Division of Extension, The University of Texas, 1955.

*Driscoll, Gertrude P., Child Guidance in the Classroom. (Practical Suggestions for Teaching, Number 13, Alice Miel, Editor). New York: Bureau of Publications, Teachers College, Columbia University, 1955.

*English, O. Spurgeon and Finch, Stuart M., Emotional Problems of Growing Up. Chicago: Science Research Associates, 1951.

*Escalona, Sibylle, Understanding Hostility in Children. Chicago: Science Research Associates, 1954.

- *Harris, Fred E., Three Persistent Educational Problems: Grading, Promoting and Reporting to Parents. Vol. 26, No. 1. Lexington, Kentucky: Bureau of School Service, College of Education, University of Kentucky, 1953.
- *Hatch, Raymond N., Guidance Services in the Elementary School. Dubuque, Iowa: Wm. C. Brown Company, 1951.
- *Havighurst, Robert J., A Survey of the Education of the Gifted. Supplementary Educational Monograph. Chicago: University of Chicago Press, 1955.
- *Horace Mann-Lincoln Institute of School Experimentation, How to Construct a Sociogram. New York: Bureau of Publications, Teachers College, Columbia University, 1954.
- *Koskey, Thomas A., Baited Bulletin Boards. San Francisco: Fearon Publishers, 1954.
- *Lambert, Clara, Understand Your Child - From Six to Twelve. (Public Affairs Pamphlet No. 144). New York: Public Affairs Pamphlets, 1948.
- *Leonard, Charles W., Why Children Misbehave. Chicago: Science Research Associates, 1952.
- *Morris, Glyn, A Guidance Program for Rural Schools. Chicago: Science Research Associates, 1955.
- *Myers, Garry Cleveland and Myers, Caroline Clark, How to Help Your Child Succeed at School. Columbus, Ohio: Highlights for Children, Inc., 1953.
- *National Council for the Social Studies, National Education Association, Social Education of Young Children: Kindergarten-Primary Grades. (Mary Willcockson, Editor). Curriculum Series No. 4. Washington, D. C: National Council for the Social Studies, 1956.
- *Scheifele, Marian, The Gifted Child in the Regular Classroom. (Practical Suggestions for Teaching, No. 12, Hollis L. Caswell, Editor). New York: Bureau of Publications, Teachers College, Columbia University, 1953.
- Strang, Ruth, Helping Children Solve Problems. Chicago: Science Research Associates, 1953.

Strang, Ruth, Reporting to Parents. (Practical Suggestions for Teaching, No. 10, Hollis L. Caswell, Editor). New York: Bureau of Publications, Teachers College, Columbia University, 1947.

Witty, Paul, Education of the Gifted. Washington, D. C: Educational Policies Commission, National Education Association, 1950.

Wrightstone, J. Wayne, What Tests Tell Us About Children. Chicago: Science Research Associates, 1954.

PERIODICAL ARTICLES

----- "Children Need Guidance," Childhood Education, 25, January 1949.

----- "Guidance," Professional Growth Development Program, April, 1956.

----- "Guidance in a Modern Program," Educational Leadership, 10, March, 1953.

----- "The Slow Learner," Professional Growth Development Program, March, 1956.

Adams, Nicholas A., "Guidance - Province of Every School Person?", Educational Leadership, 10: 370-374, March, 1953.

Allard, Lucile, "Guidance through Teaching", Educational Leadership, 10:355-359, March, 1953.

Breinholt, Verna, "The New Look in Speech Education", Exceptional Children, 22:194-195, February, 1956.

Buhler, Charlotte, "Tools Teachers Can Use", Childhood Education, 32:262-264, February, 1956.

Coleman, William, "Some Criteria for Evaluating Elementary-School Guidance Services", Elementary School Journal, 55:274-278, January, 1955.

Dolch, E. W., "Groups in Reading", Education Digest, 20:28-31, February, 1955.

- Dybwad, Gunnar, "When Children Need Comforting", National Parent-Teacher, 50:14-16, January, 1956.
- Ewers, Dorothea, "How Do You Interpret IQ Test Scores?", Illinois Education, 44:182, January, 1956.
- Frank, Mary and Frank, Lawrence K., "Awards and Punishments", Childhood Education, 27:221-224, January, 1951.
- Goodlad, John I., "To Promote or Not to Promote", Education Digest, 19:18-20, April, 1954.
- Hand, Harold C., "Relationship of Guidance to Instruction", Education Digest, 20:4-7, April, 1955.
- Hayes, Dorothy T., "Good Teaching - Starting Point for Guidance," Professional Growth Guide for Teachers, April, 1956.
- Jackson, C. O., "Let's Rate Your Health Education Program," Educational Press Bulletin, February, 1956.
- Jackson, Stanley E., "Report Cards," The National Elementary Principal, 35:27-30, February, 1956.
- Jacobs, Leland B., "Helping Children Understand Name-Calling," Education Digest, 19:6-7, December, 1953.
- Kearney, Milo E., "Making Guidance Effective in Elementary Schools," Elementary School Journal, 56:348-353, April, 1956.
- Kitch, Donald E., "Vocational Guidance - How and When," Educational Leadership, 10:364-369, March, 1953.
- Low, Camilla M., "What Principles of Learning Imply for Guidance," The Journal of the National Education Association, 44:18-20.
- McCowen, Emeline and Bryan, Roy C., "Reporting to Parents on Pupil Progress," Elementary School Journal, 56:32-34, September, 1955.
- Marquis, L. K., "The Rapid Learner," Faculty Development Program, December, 1955.
- Mase, Darrel J., "Emotionally Insecure and Disturbed Children," Childhood Education, 32:218-220, January, 1956.

- Overstreet, Harry and Overstreet, Bonaro, "Building Sound Personality," Childhood Education, 32:357-360, April, 1956.
- Parker, Beatrice F., "The Parent-Teacher Conference," Elementary School Journal, 53:27-274, January, 1953.
- Perkins, Hugh, "Home and School Together," Childhood Education 32:315-317, March, 1956.
- Quattlebaum, Virginia, "The Visiting Teacher's Role in Guidance," Educational Leadership, 10:342-346, March, 1953.
- Reynolds, Mary S., "Who Should Discipline?", Educational Forum, 20:457-465, May, 1956.
- Smith, Hyrum Mack, "Studying the Child in Kindergarten," The Journal of the National Education Association, 45:80-81, February, 1956.
- Sullivan, Marian J., "Every Child Is Welcomed," Journal of National Education Association, 45:19, January, 1956.
- Theman, Viola, "Good Days at School," Childhood Education, 32:419-423, May, 1956.
- Tucker, Marion B., "The Shoe Didn't Fit," Journal of National Education Association, 45:159-161, March, 1956.
- Washburne, Carleton W., "Adjusting the Program to the Child," Educational Leadership, 11:138-147, December, 1953.
- Watters, William A., "The Teacher-Appraisal Conference," The National Elementary Principal, 35:30-33.
- Wenzel, Evelyn, "Guidance in Independent Reading," The Reading Teacher, 9:138-143, February, 1956.

UNPUBLISHED MATERIALS

- Decatur Public Schools, "Analyses and Interpretation of the Elementary Testing Program".
- Decatur Public Schools, "Directions for Keeping Records in the Elementary Schools of Decatur, Illinois," September, 1954.

Decatur Public Schools, "Present Status of the Elementary Curriculum," September, 1955.

Glencoe Public Schools, "The Counselling Program," 1954.

Glencoe Public Schools, "Flexible Grouping and Individual Differences in the Glencoe Public Schools," September, 1950.

APPENDIX A

PICTURE OF MARY W. FRENCH SCHOOL



APPENDIX B

BRIEF HISTORY OF MARY W. FRENCH SCHOOL



A barrel on a platform makes the best kind of a plaything for kindergarten pupils Nadine Fleming and Bobby Bilby at French School.

Chris Stewart ed with numbers a Pauline Pachciarz Mrs. Hazel H.

French School

Mary W. French School, which bears the name of a woman who taught three generations of Decatur High School pupils, is Decatur's second oldest public school.

The school, on Wood Street between Monroe and College Streets, was called Third Ward School when it was opened for classes in 1863, five years after first public school classes were held in Gastman School.

It later became known as Wood Street School and when a new building was erected in 1914 it was named for Miss French.

Miss French came to Decatur in 1869 the year the first high school was built and served as the school's only teacher for a few years. She taught continuously in

the high school until she resigned. Miss French died in 1933 at the age of 80.

The first school was a two-room structure purchased in 1863 for \$100. Later were bought for \$1,000.

This school now built in 1914 at a cost of \$10,000 after delegations of the Board of Education appealed to the Board for a replacement building which the Board considered sanitary and a firetrap.

The name of Miss French is remembered in the French Scholarship Fund annually at Decatur High School.

This fancy totem pole was designed and built by students in the fourth-grade class of Miss Billie King at French School as

an outgrowth of a study of Alaska. Mike Jones is on the ladder and Janet Robertson is

standing at right. Seated on the floor are Susan Lashbrook and Susan Whitlock.



This fancy totem pole was designed and built by students in the fourth-grade class of Miss Billie King at French School as

an outgrowth of a study of Alaska. Mike Jones is on the ladder and Janet Robertson is

standing at right. Seated on the floor are Susan Lashbrook and Susan Whitlock.



Real items from Japan, Hawaii and other Pacific Islands add to the study of the lands in

the sixth-grade class of Mrs. Ellis Scherer at French School. French School first was Third

Ward School, later Wood Street School and has had its present name since 1914.



Ralph E. Whitehead, Jr., gives some volley ball pointers

Tommy's teammates look on. Whitehead teaches fifth and

sixth grade classes at French School.

It later became known as Wood Street School and when a new building was erected in 1914 it was named for Miss French.

Miss French came to Decatur in 1869 the year the first high school was built and served as the school's only teacher for a few years. She taught continuously in

delegations or appealed to the Board for a replacement building which they sanitary and a firetrap. The name of Miss French is remembered in French Scholarships annually at Decatur High



A barrel on a platform makes the best kind of a plaything for kindergarten pupils Nadine Fleming and Bobby Bilby at French School.



Chris Stewart gets acquainted with numbers as teacher Miss Pauline Pachciarz and principal Mrs. Hazel H. Dunivan look on.

Miss Pachciarz previously taught at Georgetown at the same time Mrs. Dunivan was principal there.

(Herald and Review Photos)



Daddy's old shirt makes a fine artist's smock for finger-painting in kindergarten at French School. French School is at left; Mo is at right.

French School Was Named for DHS Tea

Mary W. French School, which bears the name of a woman who taught three generations of Decatur High School pupils, is Decatur's second oldest public school.

The school, on Wood Street between Monroe and College Streets, was called Third Ward School when it was opened for classes in 1863, five years after first public school classes were held in Gastman School.

It later became known as Wood Street School and when a new building was erected in 1914 it was named for Miss French.

Miss French came to Decatur in 1869 the year the first high school was built and served as the school's only teacher for a few years. She taught continuously in

the high school until 1912 when she resigned. Miss French died in 1933 at the age of 86.

The first school on the site of the present French School was a two-room structure erected on land purchased in 1863 from Orlando Powers for \$100. Additional lots later were bought from Julia S. Brown for \$1,000.

This school now standing was built in 1914 at a cost of \$42,000 after delegations of parents had appealed to the Board of Education for a replacement for a previous building which they said was unsanitary and a firetrap.

The name of Miss French also is remembered in the Mary W. French Scholarships awarded annually at Decatur High School.

French School has had a host of fine teachers.

One of these is Miss May Bolland who resigned from teaching in 1947 after 37 years service in Decatur Schools and 25 years as principal at French.

Other French School teachers remembered in memorial plaques at the school are Miss Marian Dills and Miss Katherine Dempsey.

The memorial fountain to Miss Dempsey was unveiled in 1916. It was designed by Leonard Crunelle, former Decatur resident, who studied under Lorado Taft.

Mrs. Hazel Dunivan, now principal of French School, supervises the work of 10 teachers and about 325 pupils in the school which is nearing its century mark.





Chris Stewart gets acquainted with numbers as teacher Miss Pauline Pachciarz and principal Mrs. Hazel H. Dunivan look

on. Miss Pachciarz previously taught at Georgetown at the same time Mrs. Dunivan was principal there.

(Herald and Review Photos)



Daddy's old shirt makes a fine artist smock for finger-painting in kindergarten at

French School. Roberta Corlett is at left; Mollie McFadden at right.

School Was Named for DHS Teacher

the high school until 1912 when she resigned. Miss French died in 1933 at the age of 86.

The first school on the site of the present French School was a two-room structure erected on land purchased in 1863 from Orlando Powers for \$100. Additional lots later were bought from Julia S. Brown for \$1,000.

This school now standing was built in 1914 at a cost of \$42,000 after delegations of parents had appealed to the Board of Education for a replacement for a previous building which they said was unsanitary and a firetrap.

The name of Miss French also is remembered in the Mary W. French Scholarships awarded annually at Decatur High School.

French School has had a host of fine teachers.

One of these is Miss May Boland who resigned from teaching in 1947 after 37 years service in Decatur Schools and 25 years as principal at French.

Other French School teachers remembered in memorial plaques at the school are Miss Marian Dills and Miss Katherine Dempsey.

The memorial fountain to Miss Dempsey was unveiled in 1916. It was designed by Leonard Crunelle, former Decatur resident, who studied under Lorado Taft.

Mrs. Hazel Dunivan, now principal of French School, supervises the work of 10 teachers and about 225 pupils in the school which is nearing its century mark.

APPENDIX C

FORMS USED FOR A CUMULATIVE RECORD

To Parents:

This information will be used to start your child's school records in the Decatur Public Schools. Please be very accurate in completing it. You are requested to present a birth certificate so that the birthdate may be verified.

ENTRANCE FORM

Decatur Public Schools
Decatur, Illinois

Date _____ 19____

____ boy
____ girl

Pupil's Last Name _____ First _____ Middle _____

(_____) Name you wish pupil called in class

Address _____ Phone _____

Name as given on birth certificate if different from above. _____

Date of Birth 19____ - ____ - ____
Month Day

Place of Birth _____
City or County State

Do Not Write In This Space

Record presented at school on 19____

☐ Birth Certificate ☐ Hospital Certificate

Identification No. _____
(if available)

(Signature of person checking the information with Certificate)

Last Name	First	Middle	Place of Occupation or Business Address	Business Phone
Father				
Mother				
Guardian				

Adults living in the home. (List in spaces below. Include Father, Mother or Guardian if they are living in the home.)

Last Name	First or Middle	Relationship	Place of Occupation or Business Address	Business Phone

Children in family, including pupil. (List oldest to youngest)

Last Name	First or Middle	Year of Birth	Please indicate if working, married, or in another school.

Additional information may be put on the back of this section.

INFORMATION FOR HEALTH RECORD

Pupil's Name _____ Teacher or room number _____

Name of a doctor to call in an emergency _____ Phone _____

Date of immunization against diphtheria 19____	booster . 19____
Date of vaccination against smallpox 19____	booster . 19____
Date of immunization against whooping cough 19____	booster . 19____
Date of immunization against scarlet fever 19____	booster . 19____
Date of immunization against tetanus 19____	booster . 19____
Date of tuberculin test 19____	X-ray . 19____

If the pupil has had the following diseases, please give year.

Polio 19____	Measles 19____	Three day measles 19____
Scarlet fever . 19____	Mumps 19____	Rheumatic fever 19____
Whooping cough 19____	Chicken pox . . 19____	Pneumonia . . 19____

Has pupil ever worn glasses? Yes ☐ No ☐

Has pupil had tonsils removed? Yes ☐ No ☐

Name other operations or illnesses _____

Use back of this section for other information nurse should have.

PUPIL'S FOLDER

DECATUR PUBLIC SCHOOLS

Decatur, Illinois

TRANSFER AND DISMISSAL RECORD

Check one
☒

	School	Teacher	Adm. Class.	Entered Yr. Mo. Da.	Withdrew Yr. Mo. Da.	Days Present in this room	Give destination for transfers; Destination or reason for Left the schools	Transfer	Left the school <input checked="" type="checkbox"/>	End of year
KDG'N.										
PRIMARY										
INTERMEDIATE										
SECONDARY										

Out-of-town or Parochial Schools Attended

Grades
Attended

School Years

Comments (optional)

STAPLE
SIXTH GRADE
PHOTO
(if available)

[illegible]

Children in family, including pupil. (List oldest to youngest)

Before each name indicate relationship if known: O for own; H for half; S for step; F for foster.

[illegible]

ADDITIONAL INFORMATION ON FAMILY HISTORY

[illegible]

[illegible]

ADDITIONAL RECORD AT SECONDARY LEVEL

[illegible]

ATTENDANCE AND SCHOLARSHIP RECORD—Decatur Public Schools

DECATUR, ILLINOIS

(_____)

Last Name _____ First _____ Middle _____ Name used in class _____

Address _____ Age Sept. 1, 19____, _____ Yrs. _____ Mo. _____

Phone _____ Direct notes to: _____

Last school attended _____

SCHOOL ENTERED	TEACHER	Adm. Class	ENTERED			WITHDREW			Days present in this room	Give destination for transfers destination or reason for. Left the schools.
			Year	Mo.	Da.	Year	Mo.	Da.		

SYMBOLS: ☐ E.E. A.M. ENTERED P.M. ☐ I.I. A.M. ABSENT P.M. ☐ T.T. A.M. TARDY P.M. ☐ O.O. A.M. TRUANT P.M. ☒ NO SCHOOL ☐ L.L. A.M. DROPPED P.M. ☐ R.R. A.M. RE-ENTERED P.M.

DATES (Optional)	Mo.	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	Attendance Summary			
	1																						Report to Parent	Days Absent	Days Present
	2																					1			
	3																								
	4																								
	5																				2				
	6																								
	7																								
	8																				3				
	9																								
	10																								

Date	CONFERENCES (with whom)	COMMENTS (optional)	Total

Reading Level	Beginning Date and Series	Beginning Date and Series	Comments Concerning Progress (optional)	Signature
PP				
P				
1R				
2R ¹				
2R ²				
3R ¹				
3R ²				
4R				
5R				
6R				

Recommended reading level for following year _____ Series _____

Recommended administrative classification for following year _____

NAME _____

Last

First or Middle

SOCIAL GROWTH☒ Means Improvement Needed ☐ Means Satisfactory

	1	2	3
WORK HABITS			
1. Listens and follows directions			
2. Starts and finishes work on time			
3. Does neat work			
4. _____			
RESPONSIBILITY			
1. Does his part			
2. Arrives at school on time			
3. Cares for books, materials and school property			
4. _____			
COOPERATION			
1. Obeys promptly and cheerfully			
2. Works well with others			
3. Plays well with others			
4. _____			
COURTESY AND SELF-CONTROL			
1. Is polite			
2. Thinks of others and respects their rights			
3. _____			
HEALTH HABITS			
1. Is neat and clean			
2. Practices good health habits			
3. Attends school regularly			
4. _____			

ACADEMIC GROWTHV - very good; S - satisfactory; W - weak; U - unsatisfactory
(compared with the other children in the room)

	1	2	3
READING			
1. Reads well aloud			
2. Understands what he reads			
3. Reads library books			
4. _____			
LANGUAGE ARTS —Other than Reading			
1. Expresses ideas clearly and freely			
2. Learns and uses rules of written work			
3. Writes plainly and neatly			
4. Spells weekly units and words correctly			
5. Uses and spells words correctly in sentences and stories			
6. _____			
ARITHMETIC			
1. Knows number facts			
2. Applies facts and works examples			
3. Solves story problems			
4. _____			
SCIENCE AND SOCIAL STUDIES			
1. Takes part in group discussions			
2. Takes part in activities			
3. Understands and applies basic ideas			

COMMENTS—**DATE**

Year Mo. Da.

Significant comments from reports to parents or notes (parent or teacher); Anecdotal information on Social or Academic Growth for all grades.

SIGNATURE

19

19

19

19

19

19

19

19

19

19

19

19

19

19

NAME _____ SCHOOL _____ ADDRESS _____ PHONE _____
(Ink — print or type last first middle (pencil) pencil pencil)

DATE OF BIRTH _____ PARENTS OR GUARDIAN _____
(Ink — or type) year month day

DOCTOR TO BE CALLED IN EMERGENCY _____ PHONE _____
(full name — print in pencil) pencil

IMMUNIZATION DATES				COMMUNICABLE DISEASE HISTORY		*OTHER ILLNESS	
	Initial	Booster				DATE	
Diphtheria				Polio	19		
Small Pox (Scar?)				Scarlet Fever	19		
Whooping Cough				Whooping Cough	19		
Scarlet Fever				Measles	19		
Tetanus				Mumps	19		
				Chicken Pox	19		
				Three Day Measles	19		

TUBERCULIN TESTS: Date _____ Neg. ☐ Pos. ☐ Date _____ Neg. ☐ Pos. ☐ X-Ray Date _____ Neg. ☐ Pos. ☐

SIGNIFICANT DEVELOPMENTAL HISTORY		HEIGHT AND WEIGHT RECORD							
DATE		Date							
		Sept.							
		Height							
		Weight							
		Feb.							
		Height							
		Weight							

VISION TEST						HEARING TEST							
Date	Grade	Vision		Wears Glasses	Test	Remarks — Eye Spec. Consulted	Date	Grade	Normal	Hearing Loss			Remarks — Referred To Ear Spec.
		R	L							Slight	Med.	Severe	

M—MASSACHUSETTS

S—SNELLEN

O—OTHER

*CONTACT WITH TUBERCULOSIS - Frequent Colds - Pneumonia - Polio - Meningitis - Rheumatic Fever - Asthma - Epilepsy - Diabetes, etc.

* Follow-up for modified program— E.E.G. and reason— I.J.R. and reason— Vision - Hearing - Physical Handicaps - or illness affecting present health.

ELEMENTARY CUMULATIVE RECORD CARD

NAME ON BIRTH CERTIFICATE IF
DIFFERENT FROM ABOVE _____

DATE OF BIRTH 19____ Certified by _____ on 19____

PLACE OF BIRTH _____ City _____ or _____ County _____ State _____

If pupil is not living with clarify, or give needed in guardian.

If pupil is not living with both parents, use lines below to clarify, or give needed information about the parents or guardian.

Check One ☒

FATHER _____ 19_____
 Last Name First Middle Deceased;

MOTHER _____ 19____
 Last Name First Middle Deceased;

GUARDIAN _____ 19 ____

Last Name	First	Middle	Deceased;
-----------	-------	--------	-----------

[illegible]

Addresses

Addresses (continued)

Addresses (continued)

TEST CODE LETTERS

NAME _____
Last First Middle

Administrative Classifications Kindergarten through 2					Adm. Class. 3 through 6					Adm. Class.	Date		Test (See Code)	Form	Score	C.A.	M.A.	I.Q.	TESTER (Teacher, Prin., Psychologist, etc.)	
											Year	Mo.								
School Year	19	19	19	19	19	19	19	19	19											
Sept. 1st Age																				
Adm. Class.																				
Days Present																				
Days Absent																				
Times Tardy																				
RECOMMENDED ADM. CLASS. FOR NEXT YEAR																				
READING LEVEL AT END OF YEAR																				
Report to Parents	V—VERY GOOD S—SATISFACTORY W—WEAK U—UNSATISFACTORY																			
Reading																				
1. Reads well aloud																				
2. Understands what he reads																				
3. Reads library books																				
4.																				
Language Arts — Other than Reading																				
1. Expresses ideas clearly and freely																				
2. Learns and uses rules of written work																				
3. Writes plainly and neatly																				
4. Spells weekly units and words correctly																				
5. Uses, spells words correctly in sentences																				
6.																				
Arithmetic																				
1. Knows number facts																				
2. Applies facts and works examples																				
3. Solves story problems																				
Science and Social Studies																				
1. Takes part in group discussions																				
2. Takes part in activities																				
3. Understands and applies basic ideas																				

APPENDIX D

FORMS USED FOR REPORTING PUPIL PROGRESS TO PARENTS

REPORT TO PARENTS
DECATUR PUBLIC SCHOOLS
Decatur, Illinois

94

Pupil's Name

Date

Teacher's Name

School

I. ATTENDANCE AND PUNCTUALITY—Days absent this year

II. HEALTH—Height..... Weight.....

III. SOCIAL ADJUSTMENT

IV. ACADEMIC ADJUSTMENT

TEAR HERE AND RETURN TO SCHOOL

I have received and read your report of.....

Date

Signature.....

PARENT'S COMMENTS AND SUGGESTIONS:

DECATUR PUBLIC SCHOOLS

Decatur, Illinois

GRADE 3

For the School Year 19_____ to 19_____

NAME_____

SCHOOL_____

TEACHER_____

TO PARENTS AND GUARDIANS:

The purpose of this Progress Report is to keep you informed regarding your child's growth emotionally, socially and academically.

The letter mark (V, S, W, U) on academic growth indicates the quality of work your child is doing. You may assume he is working at third grade level unless the comment side of the report tells you otherwise.

If you desire further information, we hope you will always feel free to confer with the teacher. The teachers, in turn, will welcome your written comments in the spaces provided.

LESTER J. GRANT, Superintendent.

ACADEMIC GROWTH

V—Very Good

S—Satisfactory

W—Weak

U—Unsatisfactory

READING

1. Reads well aloud
2. Understands what he reads
3. _____

LANGUAGE ARTS

—Other than Reading

1. Expresses ideas clearly and freely
2. Learns and uses rules of written work
3. _____
4. Writes plainly and neatly
- ✓ 5. Spells weekly units and tests correctly
6. Uses these words correctly in sentences and stories

NUMBER WORK

1. Knows number facts
 - a. Addition facts
 - b. Subtraction facts
2. Applies facts and works examples
3. Solves story problems
4. _____

SCIENCE AND SOCIAL STUDIES

1. Takes part in group discussions
2. Takes part in activities

ATTENDANCE

Days absent

Times tardy

[illegible]

PROMOTED TO

Grade_____

June_____, 19____

TEACHER - PARENT COMMENTS**1st Report**

Parent's Signature**2nd Report**

Parent's Signature

3rd Report

Parent's Signature

4th Report

Parent's Signature

5th Report

Parent's Signature

6th Report

Parent's Signature

REPORT TO PARENTS

DECATUR PUBLIC SCHOOLS

Decatur, Illinois

Pupil's Name

Date

Teacher's Name

School

I. ATTENDANCE AND PUNCTUALITY—Days absent this year

II. HEALTH—Height Weight

III. SOCIAL ADJUSTMENT

IV. ACADEMIC ADJUSTMENT

TEAR HERE AND RETURN TO SCHOOL

I have received and read your report of

Date

Signature

PARENT'S COMMENTS AND SUGGESTIONS:

APPENDIX E

FORMS USED IN ORIENTATION PROGRAMS

YOUR CHILD

goes to kindergarten



Welcome

The Decatur Public Schools welcome your child to kindergarten. Going to school will be the biggest experience in your five-year-old child's life. This will be his first experience in breaking home ties. Your cooperation in making the break an easy and pleasant one is very essential. To assist in this, the suggestions and information on the following pages are given. We urge you to read it carefully, consult it often, and to talk to your child about kindergarten as a delightful place to which he can go when he is old enough.

Your schools are genuinely interested in your child's development. Because kindergarten will do much to assure your child a happy and successful entrance into the Primary Department, we urge that he have a complete year of attendance in it.

Lester J. Grant, Superintendent

DO YOU KNOW

If your child is five years old or will be five years old on or before December 1st of the present year, he should enter kindergarten at the opening of school in September. If he will be five between December 2 and January 1, inclusive, and you wish him to enter kindergarten you should call the Public School Office early in August to make an appointment for a test. If the test results indicate sufficient maturity, he will be allowed to enter.

To facilitate accuracy in record keeping, the child's birth certificate must be seen when he enters school. We urge that it be presented on registration day, but if not then, by the time school starts in September.

THE KINDERGARTEN SESSIONS

Each child will attend kindergarten for one half-day session. The morning session in most schools will begin at 9:00 and close at 11:30. The afternoon session will begin at 1:15 and close at 3:30. The younger children will attend the morning sessions, and the older children the afternoon. The value of kindergarten to your child will depend upon his prompt and regular attendance. Please help him to form the habit of being in school every day and being on time.

PLEASE REMEMBER

Every experience your child will have in kindergarten will prepare him directly or indirectly for the Primary Department. His future happiness and success are affected by regular kindergarten attendance.

While kindergarten is not compulsory according to law, we reserve the right to place the child, when he does enter school, in the situation where he fits best. Children who have not had kindergarten are placed in the Primary Department on a temporary basis. At the end of a three week period they may be asked to transfer to kindergarten if it seems best for the child.

A WORD TO THE WISE

* Does your child know

- * 1. His full name?
- * 2. His street and house number?
- * 3. His telephone number?
- * 4. His age?
- * 5. The names of members of his family
* and their relationship to him?
- * 6. How to dress himself?
* Are his boots and rubbers large enough?
* Are articles of clothing he will take
* off at school marked with his name?
- * 7. How to go to and from school by himself?



WHAT KINDERGARTEN HOPES TO DO FOR YOUR CHILD

Education is concerned with the all-around development of your child, his physical, social, emotional, as well as his mental development. In order to bring about this general development, these are the things we do in a kindergarten day, and these are our reasons for so doing.

A PERIOD OF SELF-CHOSEN ACTIVITIES

In this period your child chooses his own toys and learns to play with two or more children of his own age. He learns to enjoy his surroundings, to share his possessions, to play fair and respect the rights of others, to speak and act politely, to control his temper, to give up his own desires for the good of the group, to overcome his timidity, to express himself freely, and to take proper care of toys and equipment.

A PERIOD OF CONVERSATION

At this time the entire kindergarten group is brought together for general discussion. Your child learns to take his part in planning the activities of the day, to express his ideas to a large group, to listen attentively when others are speaking, to stick to the subject under discussion, to speak clearly, to express himself in correct sentence form, and to develop self-confidence.

THE WORK PERIOD

In this period your child has some definite work to do in carrying out the plans formulated by the group. He learns to stick to a job until completed, to use and share materials, to work with other children, to follow simple directions, to accept criticism pleasantly, to be orderly in the care of materials, and to accept responsibility for a job well done. This period gives him opportunity to develop skill, initiative, and creative ability. It helps to develop his hand muscles through the use of scissors, crayons, hammers, etc.

THE REST PERIOD

Your child learns to relax and begins to establish the habit of resting after work. At this age a child's heart is three-fourths its adult size, but his activity is endless. Proper balance between rest and activity is very important. Your child will probably be asked to bring to school a small rug or blanket, marked with his name on which he may lie down. The rug or blanket need not be new, and should be just long enough for him.

MUSIC AND ART

Your child grows in acquaintance with and enjoyment of music through experience in singing, listening and rhythmic response.

He learns to use the different materials for art expression; paint, crayons, chalk, clay, etc., and to express his ideas through the use of these materials.

RHYTHMS AND GAMES

This period develops your child's sense of rhythm, helps him coordinate and control his large body muscles, and affords him opportunity to express his ideas creatively through body motion. Through games he learns to follow simple directions, and he establishes the habits of fair play and good sportsmanship.



NATURAL AND SOCIAL STUDIES

A large part of this period is spent in developing an extensive background of knowledge through trips about the school building and in the near vicinity, and through materials brought into the school room. Your child acquires a rich fund of information about the plant and animal life of this community, about the types of community work being done here, and about the people who do this work. His curiosity is aroused, his interest in, and awareness of the world about him is stimulated, and his vocabulary is enriched and extended. Little by little he acquires the background of meanings and information so necessary as a preparation for beginning reading.

THINGS TO WATCH FOR

Good health habits are formed in the home.

They are strengthened in the school. These are habits to watch for.

1. Does your child keep his hands away from his face and body?
2. Does he keep his fingers and other foreign materials out of his mouth?
3. Can he go to the toilet without help, and use the lavatory properly?
4. Does he cover his mouth when coughing or sneezing?
5. Does he use a handkerchief when necessary?
6. Is his posture good? Does he walk, stand, and sit correctly?

Medical and Dental Examinations

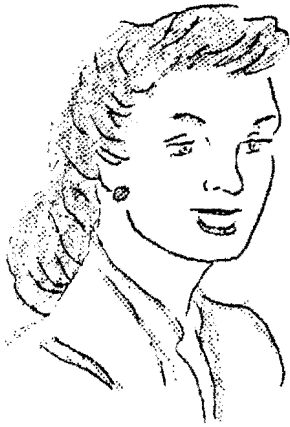
1. Children who enter kindergarten in September will be required to have the medical and dental examinations completed before entering school.
2. The medical record form will be given to parents on the day of kindergarten registration. It is important that parents make an appointment with the family physician and dentist immediately. The completed records will be due on or before May 9, and should be sent to the School Health Center, 252 West North Street on or before that date.
3. This early examination will allow time for follow-up on advice of the physician and dentist for correction of physical defects and immunizations before the hot weather. These corrections should be recorded on the form attached to the medical record form and signed by the physician and dentist. This report of corrections can be sent to the School Health Center, 252 West North, or given to the teacher on the first day of school.
4. Group medical and dental examinations will be given in May for those children whose parents are financially unable to pay. Ask about this on registration day. If you are interested sign the slip asking for assistance.
5. There will be no group immunizations in schools. Your child should be protected against diseases which are preventable. Immunization against small-pox, diphtheria and whooping cough are important, not only in protecting your child, but also in protecting your community against epidemics. Ask your physician for these preventive measures. If you cannot afford these services, take your child to the clinic at the Decatur and Macon County Hospital any Wednesday at 3:00 P.M.

Communicable Diseases

1. School children should be kept at home at the first signs of a cold or sore throat.
2. Phone the school when your child is absent and report the cause of absence.
3. The family should report all contagious diseases at the onset of the disease, as follows: If you live in the city of Decatur, call City Health Department 2-8561. If you live in Decatur township but out of city limits, call Township Health Physician, phone 8-2531. If you live outside of Decatur township, call School Health Department, phone 2-6635.

You will need a permit, from one of these departments for your child to return to school. Reporting at the onset will cause less confusion when he/she is ready to return to school.





HOW CAN WE HELP?

This is the question asked by so many parents. Here are ways in which you can be of real help.



1. As a parent with a child eligible for kindergarten, register him at the school in the district where he lives.
2. Teach your child to dress himself, and then allow him to do so.
3. Buy boots and rubbers which are large enough.
4. Mark with his name, each article of clothing which your child takes off in school.
5. Develop his self-reliance by allowing him to come and go to school by himself.
6. Help him to form the habit of coming home immediately from school.
7. Teach him traffic and safety rules and the importance of obeying the traffic officers at school.
8. Teach and encourage him to speak distinctly and correctly. Do not permit baby talk.
9. Read good books and stories to him, and encourage him to retell his favorites.
10. Sing to him, encourage him to sing to you, and help him grow in ability to carry a tune in pitch.
11. Do not stay in kindergarten on the opening day. If you do, your child will cling to you. Give him this opportunity to get acquainted with other children and with the teachers.
12. Do not visit kindergarten during the first month of school. After that, come often. You will always be welcome.
13. Read carefully all notices which are sent home and return them when asked to do so.
14. Send a written excuse each time your child has been absent or tardy.
15. Keep your child at home at the first signs of a cold or sore throat. This could be the beginning of a contagious disease. Call the school and report why you are keeping him out. The child should remain at home until symptoms have disappeared.
16. Be sure the school knows where you can be reached in case of an emergency. Parents who work should make an arrangement with the teacher so s.s. will know whom to contact.
17. A minimum of one conference will be held sometime during the school year with the parent or parents of each child. In addition a minimum of one written report will be sent home sometime during the year.
18. Encourage your child to share his toys, pets, and books by bringing them to kindergarten.
19. Join the Parent-Teacher Association, and take part in school activities.
20. Encourage your child's participation in school activities.
21. Teach your child the names and values of the coins he brings to school. He will enjoy having his own change purse to carry when needed. He should not bring money unless the school calls for it.
22. Call up and make an appointment with the kindergarten teacher if you have questions with regard to your child.

23. Let your child know that you are interested in what he is doing at school. Ask him about his kindergarten day. Hang up the pictures he brings home or keep them in a scrapbook.
24. Share experiences with your child. Take him to the farm, to the post-office, on fishing trips, etc. Talk to him as you would to an adult friend. He lacks experience and it is your privilege to give it to him.
25. Give your child work to do at home and expect him to do it. He should take care of his toys, help with the dishes, rake the lawn, etc.
26. Above all, remember that your schools are genuinely interested in your child's development. Be sure he has a complete year of kindergarten. It will do much to assure him a happy and successful entrance into the Primary Department.

*Book List for Parents

- Aldrich, Charles A. -- Babies Are Human Beings
- Anderson, J. E. -- Happy Childhood
- Blatz, W. E. -- Parents and the Pre-School Child
- Blatz, W. E. and Bott, Helen -- The Management of Young Children
- Boettiger, Elizabeth -- Children's Play
- Fisher, Dorothy and Gruenberg, Sidonie -- Our Children
- Fisher, Dorothea Canfield -- Fables for Parents
- Dixon, C. M. -- High, Wide and Deep
- Gruenberg, Sidonie -- We, the Parents
- Jenkins, Gladys G. -- These Are Your Children
- Kawin, Ethel -- The Wise Choice of Toys

* All of the above books are on the shelves of the Decatur Public Library.

Name _____ School _____
 Last First Middle

1. Attendance (If student has been absent or tardy frequently, indicate reason)

2. Health and Physical Defects (Mention those that in any way might affect this student's conduct or personal adjustment)

3. Home Conditions (Answer "Yes" or "No")

Is the home cooperative? _____ Is home interested in the student's work? _____
Indicate unusual home relationships that might influence student _____

4. Social relations and citizenship (If unusual, make brief statement and indicate nature and reason for such conduct, if possible,)

5. Work habits (Check correct ones)

Gets to work immediately _____ Concentrates well _____ completes what he begins
_____ works accurately _____ is able to work out problems alone _____

6. Personality traits and emotional stability (Unusual characteristics that modify his behavior for good or bad)

7. Special interests or aptitudes (ways in which student has done commendable work or distinguished himself as a school citizen)

8. Travel, other home information teacher considers valuable

OPTIONAL

CHECK ANY WHICH YOU HAVE OBSERVED IN THE CHILD

<input type="checkbox"/> Tactful in giving criticism	<input type="checkbox"/> Nail Biting	<input type="checkbox"/> Grimaces
<input type="checkbox"/> Works well with others	<input type="checkbox"/> Temper tantrums	<input type="checkbox"/> Stuttering
<input type="checkbox"/> Courteous to others	<input type="checkbox"/> Unnecessary blinking	<input type="checkbox"/> Stealing
<input type="checkbox"/> Takes criticism well	<input type="checkbox"/> Worry over failures	<input type="checkbox"/> Truancy
<input type="checkbox"/> Thoughtful of others	<input type="checkbox"/> Shoving and pushing	<input type="checkbox"/> Bullying
<input type="checkbox"/> Shows appreciation	<input type="checkbox"/> Fearful	<input type="checkbox"/> Destructive
<input type="checkbox"/> Denies failure	<input type="checkbox"/> Timid	<input type="checkbox"/> Daydreams
<input type="checkbox"/> Shunned by others	<input type="checkbox"/> Vomiting	<input type="checkbox"/> Excitable
<input type="checkbox"/> Bluffs in class	<input type="checkbox"/> Inattentive	<input type="checkbox"/> Acts "smart"
<input type="checkbox"/> Solitary and lonely	<input type="checkbox"/> Tattles	<input type="checkbox"/> Quarrelsome
<input type="checkbox"/> Sleepiness and fatigue	<input type="checkbox"/> Lying	<input type="checkbox"/> Profanity
<input type="checkbox"/> Selfish	<input type="checkbox"/> Friends are young	<input type="checkbox"/> Jittery
<input type="checkbox"/> Others	<input type="checkbox"/> Friends are older	<input type="checkbox"/> Cheats

SIGNIFICANT ANECDOTAL RECORDS

Mary W. French School
520 W. Wood Street

Decatur, Illinois
Telephone 2-4954

TO THE SUBSTITUTE TEACHER:

Welcome to Mary W. French School. Your services are important and appreciated. Introduce yourself to other teachers, they are ready to give you information and assistance.

Mrs. Geneveve Hood	Grade K	First floor
Miss Pauline Pachciarz	Grade 1	" "
Mrs. Bonita Cole	Grade 1	Southwest basement
Mrs. Lizzie Johnson	Grade 2	Northeast basement
Mrs. Beulah Helfers	Grade 2 & 3	First floor
Mrs. Lois Shea	Grade 3	Second Floor
Mrs. Ruth Goforth	Grade 4	" "
Mrs. Davis - Charlene	Grade 5	" "
Mrs. Armstrong - Nancy	Grade 5	First floor
Mrs. Ellis Scherer	Grade 6	Second floor

Your specific cooperation is asked in the following;

First See that your name and telephone number are left in the office before you go to your room.

Second You are to substitute for _____

Grade _____ Room _____ Date _____

Third Your assignment for playground supervision today will be as follows;

Note: If you are here after today, please consult the schedule on the bulletin board in school office for your assignments.

Fourth Please check your mailbox in the office several times daily for any special announcements and notices.

Fifth The teacher's daily program will be given to you. Please follow it as closely as possible. The children in your group know their daily program and activities. The principal will advise with you concerning which activities may be carried on during the absence of the regular teacher.

Sixth Keep careful check of absences for each half day of school. The school nurse is in our building on Friday A.M. If you wish a child to see the nurse at this time, please send a report form to the office.

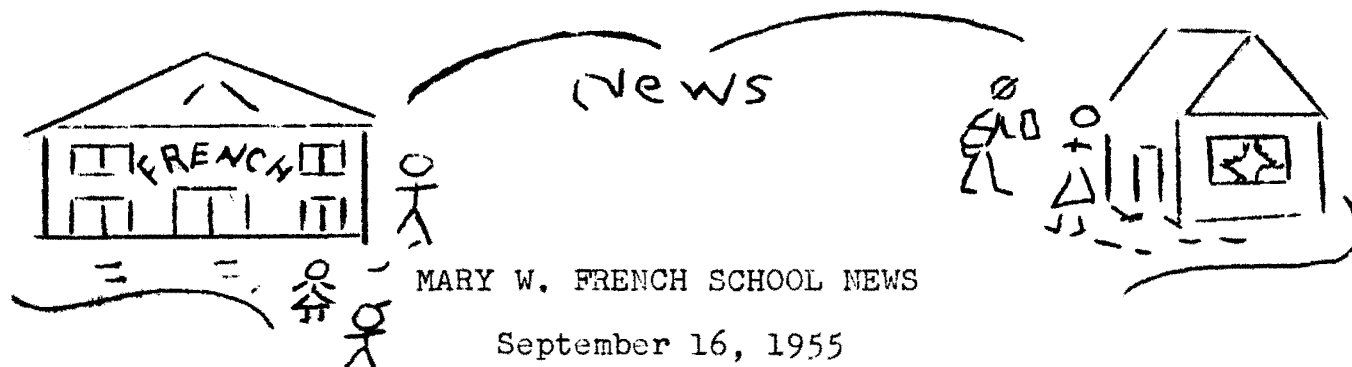
Speech teacher is in the building on Tuesday & Thursday P.M.

- Seventh If in doubt concerning procedure, call or send a note to the office. The principal and secretary are there to make your work as successful as possible.
- Eighth If the principal visits your room, do not stop your work. If she wished to speak to you, or make an announcement to the class she will make it known.
- Ninth Please leave outline or summary of work covered for the day, and any notes you deem necessary to be helpful for the regular teacher.
- Tenth You will be told before you leave if you are to return the next day. In case we are not sure at dismissal time, you will be notified by the Public School Office or called by the principal, if you are to return for this assignment.

Hazel H. Dunivan,
Principal

APPENDIX F

BULLETINS FOR PUBLIC RELATIONS



Welcome back to Mary W. French after a nice long vacation.

I'm sure you'll be interested to know that we have 4 new teachers with us this year. If you haven't already met them you will be given that opportunity soon.

MARY W. FRENCH FACULTY

Our faculty is as follows:

Kindergarten	Mrs. Geneveve Hood
Grade 1	Miss Pauline Pachciarz
Grade 1	Mrs. Bonita Cole
Grade 2	Mrs. Lizzie Johnson
Grade 2 & 3	Mrs. Beulah Helfers
Grade 3	Mrs. Lois Shea
Grade 4	Mrs. Ruth Goforth
Grade 5	Mrs. Nancy Armstrong
Grade 5	Mrs. Charlene Davis
Grade 6	Mrs. Ellis Scherer
Nurse	Miss Dorotha F. Dean
Speech Correctionist . . .	Miss Janet Goldner
Secretary	Mrs. Dorothy Allinson
Custodian	Mr. Paul W. Hancock
Principal	Mrs. Hazel H. Dunivan

TIME SCHEDULE

School hours are the same as last year. Perhaps you'd like to clip this and save it.

A.M.	First Bell	8:40	Check this time
	Kindergarten dismissal	11:15	
	First Grade "	11:15	
	General "	11:45	
P.M.	First Bell	1:10	Check this time
	First Grade Dismissal	3:00	
	Kindergarten "	3:30	
	General "	3:30	

We need your help - We are sure that you want the best supervision for your boys and girls both in the classroom and on the playground. In order for us to be on the job, when the children are at school, we think it best that children do not arrive at school before 8:30 A.M. and 1:00 P.M. Two teachers are on duty on the playground from 8:30 - 8:40 A.M. and from 1:00 - 1:15 P.M. and at all recess periods.

MARY W. FRENCH PARENT-TEACHER ASSOCIATION

We hope that you will become a member of our P.T.A. and that you will plan to attend some or all of our meetings.

The P.T.A. officers are:

President	Mrs. Frank Wiley
Vice President	Mrs. Nelson Jack
Historian	Mrs. William Karnas
Secretary	Mrs. Paul Ellis
Corresponding Secretary	Mrs. Fred Miller
Treasurer	Mrs. Chester Biehler

Our first P.T.A. Meeting is Play Nite, September 30.
Please mark the date and watch for further announcements.

Hazel Dunivan,
Principal

BULLETIN

April 19, 1956

EARLY DISMISSAL

All classes will be dismissed at 2:30 on Monday, April 23, 1956. This is being done in order that the teaching staff may attend an Art workshop.

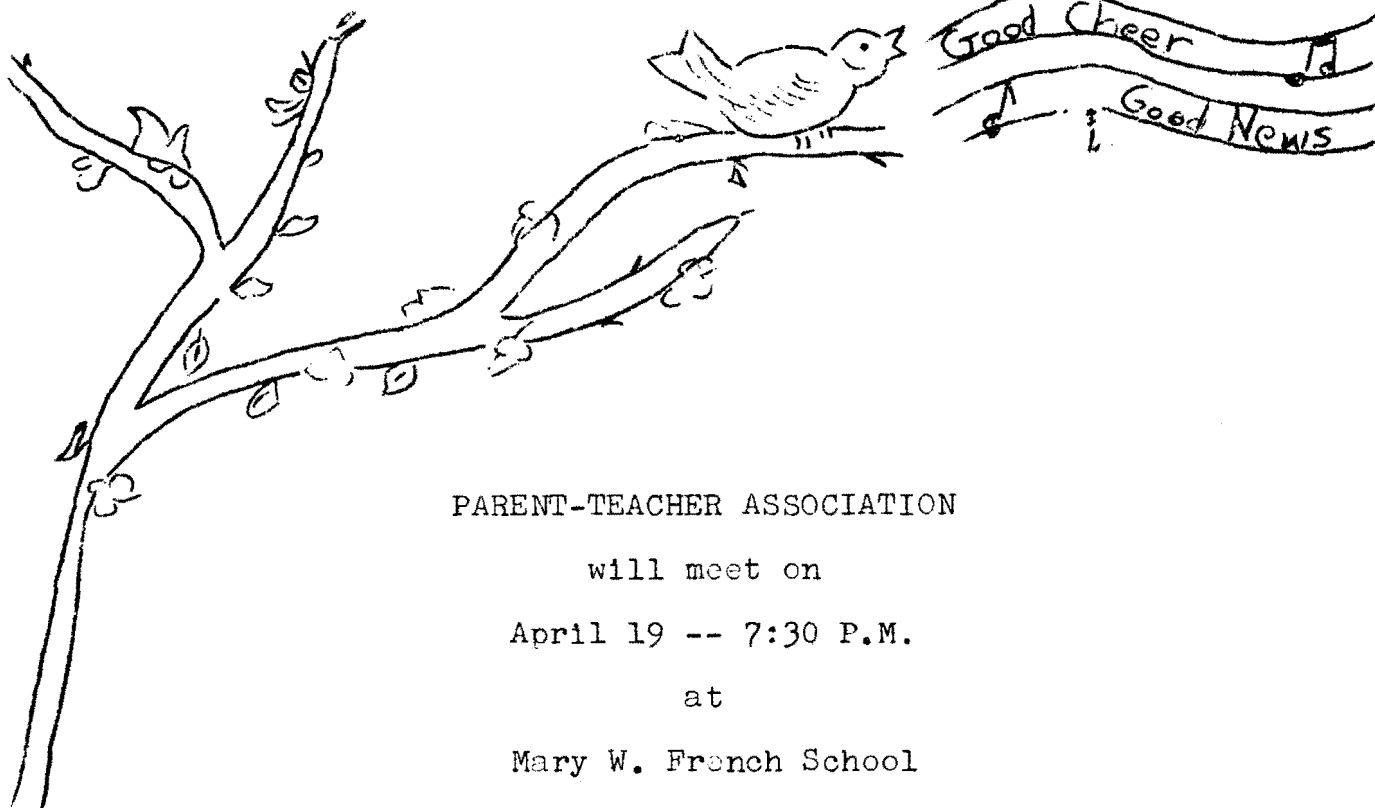
- - - - -

We need your help

1. The school office has received several calls concerning children who damage flowers and walk through yards. Perhaps a caution from home would help emphasize the one given at school in this matter.
 2. Many children are coming to school too early both in the mornings and at noon. Patrol protection and playground supervision start at 8:30 and at 1:00. Children should not be on the playground before that time.
- - - - -

The closing date for school is June 5 at 12:30.

Hazel Dunivan,
Principal



PARENT-TEACHER ASSOCIATION

will meet on

April 19 -- 7:30 P.M.

at

Mary W. French School

MUSIC ACTIVITIES

First grade children under the direction of their teachers, Mrs. Bonita Cole and Miss Pauline Pachciarz, will present songs and rhythms.

SPEAKER

"Muscular Dystrophy, Rheumatic Fever, and Cerebral Palsy - What are they?" by Dr. Nelson Jack.

Child care will be provided for children of first grade age or under.

Mrs. Betty Wiley,
P.T.A. President

- - - - -

We wish to express our appreciation for the large number who voted in Saturday's election. It showed a deep interest in and concern for your schools.

Hazel Dunivan,
Principal

APPENDIX G

MISCELLANEOUS ITEMS

SCHOOL REPORT

106

for the
INSTITUTE FOR JUVENILE RESEARCH
907 ~~South Wolcott Avenue~~
Chicago ~~12, Illinois~~

New Address
1715 S. NELSON STREET
CHAMPAIGN, ILLINOIS

I. IDENTIFYING INFORMATION

Name _____ School _____ Grade _____

Date of birth _____ How long has he attended your school? _____

Previous schools attended _____

Skipped, repeated grades _____

II. If child presents problems, please describe _____

III. STANDARDIZED TEST RESULTS

Intelligence

Name of test	Date	C.A.	M.A.	I.Q.	Examiner

Achievement

Name of test	Date	Grade placement	Examiner

IV. ACHIEVEMENT IN SCHOOL SUBJECTS. (List subjects)

Very good	Average	Barely passing	Failing

Do you think child is working up to his mental capacity?_____

What special placement or help has he had? (Underline) Ungraded, sight-saving, special class, remedial reading, speech correction, Tutoring in_____, Other (specify)_____

What special provisions would you recommend? (Check)

Repeating grade_____Ungraded division_____ Other special placement (specify)_____

Special help in_____

Is there someone who can give him special help?_____

Who?_____

V. SCHOOL ADJUSTMENT

1. Classroom behavior

Does he seem to like school?_____

How does he react to success?_____

How does he react to failure?_____

Check any of the following which apply:

Restless or overactive

Excitable

Inattentive

Difficulty in concentrating

Oversensitive

Overly serious or sad

Daydreams

Sullen or Sulky

Temper outbursts

Selfish

Disturbs other children

Quarrelsome

"Tattles"

Acts "smart"

Destructive

Steals

Lies

2. Group Participation (check any of the following which apply):

Seeks opportunity to do things with other children

Isolates himself from other children

Appears to be accepted by group

Appears to be a leader

Appears too easily led

Does not get along with opposite sex_____same sex_____

Teases other children or interferes with their activities.

3. Attitude toward authority (Underline)

Excessive demands for Teacher's attention, submissive, defiant, impudent, shy, fearful, stubborn, overly anxious to please, cooperative, attendance problem.

4. Personal Habits and Health:

Vision

Hearing

Handedness (R, L, Mixed)

Personal hygiene (describe)_____

Absence for illness (underline) frequent, seldom, none

Nervous habits (list):_____

VI. FAMILY

1. Do other children in the family attending your school present problems (Amplify)_____
2. Please add any information about this child's home or family relationships which might have bearing on his attitudes and behavior, and add any suggestions for improvement of his behavior and adjustment.

Signature: _____

Title: _____

Date: _____

Name of Principal: _____

Address of School: _____

This information is confidential

SCHOOL REPORT

Mental Health Clinic
2300 North Edward
Decatur, Illinois
Telephone 8-4371

Name: _____ Date: _____

Address: _____ Birthdate: _____ Age: _____

School: _____ Grade: _____

Length of attendance at your school: _____

Previous schools: _____

Describe school problems: _____

Achievement in subjects (list subjects):

Very Good

Average

Barely Passing

Failing

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Standardized Test Results

INTELLIGENCE: Name of Test _____ Date _____ Results _____ Examiner _____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ACHIEVEMENT: Name of Test _____ Date _____ Grade Placement _____ Examiner _____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Do you think child is working up to his capacity? _____

What special help has he had, or needs? _____

Does he seem to like class work? _____

How does he react to success or failure? _____

What is his attitude toward teachers? _____

What is his attitude toward other pupils? _____

What nervous habits have you noted? _____

Is he frequently absent or tardy? _____

Are there other children in the family that present school problems? _____

What have the parents done in respect to his school adjustment? _____

Other remarks: _____

Please send summary of other significant psychological findings.

Signature _____

Title _____

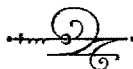
Principal _____

School address _____

Name	_____	_____	Date	_____	_____	_____
	Last	First		Month	Year	
School	_____		Training	_____		
Grade or Subject	_____		Experience	_____		
				Decatur	Elsewhere	
Statement Prepared by	_____					
Date of Last Growth Pattern	_____					

The Decatur Public Schools

Decatur, Illinois



A Growth Pattern

for the study and stimulation of good teaching, supervision, and administration in the public schools of Decatur, Illinois.

The short form of the growth pattern may be used by any tenure teacher or principal supervising such teacher as a substitute for a regular growth pattern. When used in this manner, constant reference should be made to items listed in the complete form. The form may also be used by any teacher, principal, or supervisor at any time that a supplemental statement is desired. All copies are to be prepared in triplicate so that one copy may be sent to the superintendent, one may be kept in the principal's office, and one may be kept in the teacher's own file.

(Short Form Adopted 1955)

Good teaching, supervision and administration include these responsibilities:

- I. Growing in knowledge of child development, teaching techniques, and instructional materials.
- II. Making increasingly effective the application of his knowledge of children and the learning process.
- III. Combining functional understanding of children and scholarship in his chosen field in such a way as to promote rapid, permanent, and worthwhile learning.
- IV. Developing and enriching his personality.
- V. Working actively and Cooperatively with all members of the staff toward the development of the best educational practice.
- VI. Working actively and cooperatively with all agencies toward the furtherance of community welfare.

Signature of Teacher

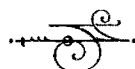
Signature of Principal

Date_____

Name	_____	_____	_____	_____	_____
	Last	First	Date	Month	Year
School	_____		Training _____		
Grade or Subject	_____		Experience _____		_____
			Decatur		Elsewhere
Statement Prepared by _____					

The Decatur Public Schools

Decatur, Illinois



A Growth Pattern

for the study and stimulation of good teaching, supervision, and administration in the public schools of Decatur, Illinois.

It shall be the policy of the Decatur Public Schools to employ the best professional personnel available and, through a program of guidance to develop that personnel and through it, the educational program, in order that each child of Decatur may be given the best opportunity modern educational practice can offer.

It shall be the goal of the teaching, supervisory and administrative staffs to help each child to grow up to the limits of his educational capacity and, at the same time, to help him to develop an integrated personality and a feeling of responsible citizenship.

The purpose of this growth pattern shall be to stimulate good teaching through constructive criticism. It shall be kept continuously in mind that no teaching is either good or poor in an absolute sense and that no teacher can ever afford to neglect an idea for improvement. It shall also be kept in mind that a worthy administrator is an administrator who inspires his teachers to constantly better teaching. Just as it is to some degree teacher failure when a child fails, so it is, to some degree, administrator failure when a teacher fails.

Standards included in this instrument shall be continuously assessed in relation to the degree to which they further these goals.

DIRECTIONS FOR APPLICATION OF GROWTH PATTERN

1. At least once every two years (at least once a year for teachers who have not established tenure), after adequate observation throughout the interval since the previous growth pattern, an appointment relative to teacher growth shall be arranged between the principal and teacher.
2. At least a week before the appointment the principal and the teacher shall have at hand copies of the inventory. Each shall thoughtfully fill out his copy in triplicate according to his honest opinion of the teacher's work. Sub-topics listed under each heading are designed to serve as suggestions and are not to be considered as either eliminating other comment or requiring that comment be made on all of these headings or sub-topics. Following the first Growth Pattern reference may be made to previous Growth Patterns to avoid unnecessary duplications. Not less than 48 hours before the interview, the teacher and principal shall exchange copies.
3. Having studied the inventories carefully, the conferees can then discuss intelligently the work in question. During the interview the principal and teacher shall go over both copies with the principal acting as master teacher guiding the teacher toward the best possible teaching.
4. Any differences of opinion shall be noted as such—each respecting the other's integrity. Such differences shall be mentioned under "Comment" at the bottom of each section of the "Growth Pattern" or shall be summarized on the supplemental sheets at the end of each copy of the "Growth Pattern."
5. Both the teacher and principal shall sign each of the six copies. Signing acknowledges having read the statements but does not necessarily indicate agreement.
6. A supplemental statement may be prepared in triplicate at any time if the teacher, principal or supervisor so desires.
7. In the case of elementary teachers, the Elementary Supervisor may add supplementary comments if she desires. Such comments shall be added to all three copies. In the case of secondary teachers, the Assistant Superintendent shall be afforded the same opportunity to make comments. When this has been done the three copies shall be returned to the teacher and principal for consideration. The principal will then keep one copy, return one to the teacher and forward the third copy to the superintendent's office where it shall be filed in that teacher's personnel file.
8. If it becomes apparent in the opinion of the principal that dismissal of a tenure teacher might be necessary, such shall be stated as a supplemental statement in the Growth Pattern. Except in extreme cases, this notification shall take place at least a semester before dismissal. In the event of a second notice of this nature the principal shall state what steps have been taken to help the teacher remedy his deficiencies or delinquencies. In case of actual dismissal, except in emergencies, notice must be prepared in triplicate and filed with teacher, principal and superintendent before April 1.

Dates of Visit:

THE PATTERN

Good teaching, supervision, and administration include these responsibilities:

- I. Growing in knowledge of child development; teaching techniques; and instructional materials. The educator, who is doing so:**
1. Frequently takes school-year or summer school courses in his special field and in the field of general education.
 2. Is an active member of one or more organizations devoted to his field and to general educational problems.
 3. Studies carefully journals, yearbooks and proceedings published by organizations in his special field and in the field of general education.
 4. Frequently attends meetings held by organizations in his special field.
 5. Frequently reads new books and other material dealing with his special field and with the field of general education.
 6. Frequently capitalizes on community facilities in his special field and in the field of general education.
 7. Travels.

Comments and Supporting Evidence:

Suggestions for Growth:

II. Making increasingly effective the application of his knowledge of children and the learning process.
The educator, who is doing so:

1. Knows the history and present status of children in the class, and is a keen observer of the interests, moods, values and goals of children.
2. Frequently records and shares information on children with other teachers, is frequently counselled with by others who are trying to understand a particular child, and is helpful in group discussions of children.
3. Is fully aware of the importance of physical, emotional and sociological factors in the behavior of children.
4. Is keenly aware of individual capacities and needs of children and adjusts readily to them.
5. Is kind, sympathetic and patient with children.
6. Works equally effectively with children of both sexes.
7. Employs tactful, positive and constructive methods with children.
8. Is chosen by children as an arbitrator, leader, supervisor, and advisor. Children talk easily to him about any problem and are impressed by his respect for their opinions. Children think him "reasonable."

Comments and Supporting Evidence:

Suggestions for Growth:

III. Combining functional understanding of children and scholarship in his chosen field in such a way as to promote rapid, permanent, and worthwhile pupil learning. The educator, who is doing so:

1. Formulates appropriate objectives and plans his course, taking into account the interests, abilities and needs of his pupils.
2. Stimulates cooperation of pupils in formulating objectives and plans.
3. Is intrinsically democratic and cooperative.
4. Activates pupils' interests in subjects to produce a mastery of facts, skills and generalizations.
5. Constantly appraises his course and methods and adjusts his practice in order to help pupils overcome their difficulties and eliminate their weaknesses.
6. Controls to the best of his ability the physical conditions within the room.

Comments and Supporting Evidence:

Suggestions for Growth:

IV. Developing and enriching his personality. The educator, who is doing so:

1. Demonstrates integrity through consistency of action, fairness, sincerity, honesty, proper standards of conduct and willingness to act on a basis of moral convictions.
2. Is punctual and dependable.
3. Impresses others favorably with reference to manner. (Poise, self assurance, friendliness, pleasant voice and sense of humor.)
4. Impresses others favorably with reference to general appearance, dress and grooming. (Is socially attractive, has good physical health, and cheerful disposition.)
5. Demonstrates emotional control and stability. (Meets problem situations with rational attitudes and behavior—shows emotions only at appropriate times—exercises patience, tact, and good judgment.)
6. Seeks opportunity to develop one's self as a participating member of adult society.

Comments and Supporting Evidence:

Suggestions for Growth:

V. Working actively and cooperatively with all members of the staff toward the development of the best educational practice. The educator, who is doing so:

1. Participates in extra-curricula and other school activities.
2. Shares responsibility for formulating and administering school policies.
3. Foregoes personal benefits when group benefits are involved.
4. Finds time for cooperative activity on general educational problems.
5. Gives careful attention to completeness of essential records.
6. Emphasizes care and economy of school supplies and property.

Comments and Supporting Evidence:

Suggestions for Growth:

**VI. Working actively and cooperatively with all agencies toward the furtherance of community welfare.
The educator, who is doing so:**

1. Shows friendliness and poise in dealings with parents and the general public.
2. Participates in community life and accepts some leadership.
3. Exercises his right as a well informed citizen; has a civic and social consciousness.

Comments and Supporting Evidence:

Suggestions for Growth:

Signature of Teacher

Signature of Principal

Date _____

SUPPLEMENTAL STATEMENTS

Signature of Teacher

Signature of Principal

Date _____

SUPPLEMENTAL STATEMENTS

Signature of Teacher

Signature of Principal

Date _____

SUPPLEMENTAL STATEMENTS

Signature of Teacher

Signature of Principal

Date _____